

THE
GEAR
UP
CODE

THE WAY OF THE EQUITY WARRIOR

2019 NCCEP/GEAR UP
ANNUAL CONFERENCE



PRELIMINARY PROGRAM
JULY 14-17, 2019 • SAN FRANCISCO, CA



THE WAY OF THE EQUITY WARRIOR



NCCEP/GEAR UP ANNUAL CONFERENCE • JULY 14-17, 2019 • SAN FRANCISCO, CA

SUNDAY • JULY 14

Join us in San Francisco, CA for the NCCEP/GEAR UP Annual Conference from July 14-17, 2019!

For additional information regarding the conference, visit NCCEP's website at www.edpartnerships.org.

2:00 pm – 5:00 pm
Symposium for New GEAR UP Leaders

4:00 pm – 7:00 pm
Conference Registration & Information Booth Open

MONDAY • JULY 15

7:00 am – 5:00 pm
Conference Registration & Information Booth Open

7:30 am – 8:45 am
Networking Breakfast

9:00 am – 10:15 am
OPENING CEREMONY AND ROLL CALL OF THE GEAR UP STATES

10:15 am – 10:45 am
Networking Break & Raffle in Exhibit Hall

10:45 am – 12:00 pm
Concurrent Sessions

10:45 am – 5:00 pm
Parent Leadership Institute

10:45 am – 5:00 pm
District Leadership Institute

12:15 pm – 1:00 pm
Networking Lunch

1:00 pm – 2:00 pm
LUNCHEON PLENARY

2:15 pm – 3:30 pm
Concurrent Sessions

3:30 pm – 4:00 pm
Networking Break & Raffle in Exhibit Hall

4:00 pm – 5:15 pm
Concurrent Sessions

TUESDAY • JULY 16

7:00 am – 5:00 pm
Conference Registration & Information Booth Open

7:30 am – 8:45 am
Networking Breakfast

9:00 am – 10:15 am
MORNING PLENARY

10:15 am – 10:45 am
Networking Break & Raffle in Exhibit Hall

10:45 am – 12:00 pm
Concurrent Sessions

10:45 am – 5:00 pm
Parent Leadership Institute

10:45 am – 5:00 pm
District Leadership Institute

12:15 pm – 1:00 pm
Networking Lunch

1:00 pm – 2:00 pm
LUNCHEON PLENARY

2:15 pm – 3:30 pm
Concurrent Sessions

3:30 pm – 4:00 pm
Networking Break & Raffle in Exhibit Hall

4:00 pm – 5:15 pm
Concurrent Sessions

WEDNESDAY • JULY 17

7:00 am – 1:00 pm
Conference Registration & Information Booth Open

7:30 am – 8:45 am
Networking Breakfast

9:00 am – 10:30 am
MORNING PLENARY Youth Leadership Summit Presentation

10:45 am – 12:00 pm
Concurrent Sessions

10:45 am – 12:00 pm
Parent Leadership Institute

10:45 am – 12:00 pm
U.S. Dept of Education Meeting with GEAR UP Project Directors

12:15 pm – 1:00 pm
Closing Lunch and Adjournment

1:30 pm – 5:30 pm
POST-CONFERENCE SESSIONS: Data, Research & Evaluation Institutes 101, 201, and 301

Sunday | July 14

- 2:00 pm – 5:00 pm **Symposium for New GEAR UP Leaders** (*pre-registration required*)
Imperial Ballroom A
- 4:00 pm – 7:00 pm **Conference Registration & Information Booth Open**
West Lounge

Monday | July 15

- 7:00 am – 5:00 pm **Conference Registration & Information Booth Open**
West Lounge
- 7:30 am – 8:45 am **Networking Breakfast** (*Meal Ticket Required*)
Grand Ballroom
- 9:00 am – 10:15 am **Opening Ceremony and Roll Call of the GEAR UP States**
Grand Ballroom
- Sponsored by: ACT**
- Morning Plenary Session
- Welcome Remarks:*
Aaron Thompson, Ph.D., President, Kentucky Council on Postsecondary Education
- Ranjit Sidhu**, President & CEO, National Council for Community and Education Partnerships
- 10:15 am – 10:45 am **Networking Break & Raffle in Exhibit Hall**
Continental Ballroom
- 10:45 am – 12:00 pm **Monday Morning Concurrent Sessions**

SESSION #1

Connecting to the Big Picture: An Orientation to GEAR UP

Plaza A

Are you new to GEAR UP? Looking to learn the basics on GEAR UP to make the most of the 2019 Annual Conference? Interested in a refresher? No matter your role, this session is an ideal opportunity for you to gain a stronger grounding of the purpose, history, and structure of GEAR UP at the national, state, and local levels. This dialogue, with time for questions at the end, will help participants connect the dots between all the diverse programs, roles, and unique partnership structures and models that make GEAR UP such a success.

Learning Objectives:

1. Learn about the national GEAR UP theory of action.
2. Take a deep dive into how GEAR UP works.
3. Understand how individual roles connect to the GEAR UP movement.

Alex Chough, Vice President for Government Relations, National Council for Community and Education Partnerships, Washington, DC

SESSION #2

Where to Start? Developing an Operations Manual for GEAR UP School Partners

Franciscan A

A clear communication of program guidance is critical for successful implementation. With this in mind, Washington State GEAR UP staff will share their Grant Administration Manual and the process they use to develop, revise, and distribute content to their school partners. Participants will learn best practices for writing a manual, developing a draft outline for their own program, and learning strategies for using RACI, a project management tool. This session is intended for new GEAR UP leaders and others who are responsible for communicating program expectations and providing guidance to support compliance and implementation.

Learning Objectives:

1. Learn best practices for developing a GEAR UP program manual.
2. Develop a draft outline of a manual for your program.
3. Discuss strategies for developing a manual using a RACI model.

Marcie Sample, Associate Director, Washington State GEAR UP, Olympia, WA

SESSION #3

Using Survey Data to Predict College Enrollment and Completion: Methodology and Findings

Franciscan B

A recent study from the Vermont State GEAR UP used data from a statewide survey of high school seniors to identify factors that predict students' actual college enrollment and degree completion four years later. In this research presentation, the Vermont State GEAR UP staff will share key findings from the study such as the the role of demographics, parental attitudes, and academic preparation on postsecondary education outcomes as well as demonstrate the process of conducting a study of this nature from start to finish utilizing data collection and statistical analyses. The session will include interactive discussions on how to modify these methods for a participant's own use. Attendees will receive a copy of the survey.

Learning Objectives:

1. Identify key factors that predicted postsecondary success (college enrollment and degree completion) among Vermont's high school graduates.
2. Demonstrate deeper knowledge of the process of conducting a longitudinal research study from start to finish.
3. Generate ideas for modifying the research methods to make applicable for use within other programs (e.g., modifying the survey to fit your student populations).

Gareth Cleveland, GEAR UP Data Coordinator and Evaluation Assistant, Vermont State GEAR UP, Winooski, VT; **Anna Prescott**, Senior Evaluation and Research Analyst, Vermont State GEAR UP, Winooski, VT; **Robert Walsh**, Research Analyst, Vermont Student Assistance Corporation, Winooski, VT

SESSION #4

Host a Data Party!

Franciscan C

Data parties, also known as participatory analysis or sense-making, are a way to involve staff in assisting with the interpretation process regarding their collected data. It can also increase the chances of these recommendations being implemented. Come learn more about what a data party is and how Pennsylvania State GEAR UP has implemented data parties! Leave with tips and ideas for hosting your own data party to create actionable follow-up steps after the party.

Learning Objectives:

1. Learn the components and factors of hosting a “data party”.
2. Develop ideas on how to creatively host a “data party”.
3. Discover tips on hosting a “data party”.

Pam Carter, Ph.D., Principal Investigator, FHI 360, Washington, DC; **Christy King**, Data Coordinator/Internal Evaluator, Pennsylvania State System of Higher Education, Harrisburg, PA; **Kevin Myers**, Program Manager, Pennsylvania State System of Higher Education, Harrisburg, PA; **Tessa Stockdale**, Lead Counselor, Harrisburg School District, Harrisburg, PA

SESSION #5

Digital Storytelling: A Jambalaya Mix to Ensure Equity of Access

Franciscan D

To successfully promote and mobilize a state’s GEAR UP brand, it is crucial for GEAR UP directors, coordinators, instructors, and college access and success advisors to learn the importance of digital storytelling and to further promote student stories to increase the level of awareness of program success to the media, legislators, and stakeholders. In this facilitated dialogue, attendees will be presented with examples of digital storytelling as well as be introduced to digital communication strategies. Participants will construct a communication mock-up based on the tips provided from the presentation.

Learning Objectives:

1. Experience the power of digital storytelling.
2. Discover digital communication strategies to secure support through targeted provision of information.
3. Construct a communication mock-up based on what you have learned.

Tireka Cobb, Project Director, Louisiana GEAR UP, Baton Rouge, LA; **Brittany Francis**, Communications Director, Louisiana GEAR UP, Baton Rouge, LA; **Tiera LeBlanc**, Field Outreach Services Media Specialist, Louisiana GEAR UP, Baton Rouge, LA; **Andrew Granger**, Web and Multimedia Specialist, Louisiana GEAR UP, Baton Rouge, LA

SESSION #6

Summer Programming A to Z: How to Design, Plan, and Execute Successful Summer Programs

Imperial A

Do you have a multi-day or multi-week summer program to plan? If the answer is yes, then this informational session is for you. Experienced GEAR UP staff from South Dakota State GEAR UP will offer participants a variety of valuable and replicable ideas for culturally-sensitive student recruitment, planning and execution strategies for academically enriching curriculum, professional development for effective summer staff, logistics required for successful implementation of multi-day, non-residential (middle school) summer programs and multi-week, residential (high school) summer programs, diverse strategies to increase and encourage parent support, and the combined value of collecting and analyzing data and double-loop learning to create better programs from year-to-year.

Learning Objectives:

1. Understand the logistical components of planning a three-week, residential summer program for high school students as well as a week-long camp for middle school students.
2. Explore methods that engage students to grow academically and socially in regard to their postsecondary aspirations.
3. Identify strategies to collect quantitative and qualitative data that can be used to inform summer programming.

Peg Diekhoff, Ed.D., Project Manager, South Dakota Department of Education/Black Hills State University, Spearfish, SD; **Murray Lee**, Statewide Coordinator, South Dakota Department of Education/Black Hills State University, Spearfish, SD; **Sophie Johnson**, State Director, South Dakota Department of Education, Sioux Falls, SD

SESSION #7

Continental 7

Get Ahead of Your APR with PAPR: A Pre-APR Strategy

This facilitated discussion will identify and explore solutions to data challenges and barriers to completing the Annual Performance Report (APR). Our solution involves implementation of a pre-APR (PAPR) process that gives grantees guidance and tools to collect, validate, troubleshoot, analyze, and report on their APR data well in advance of the deadline. New and experienced grantees will learn how to examine their data with an eye toward spotting potential trouble spots, understand linkages (and potential discrepancies) between APR data sections, and develop tools to perform their own PAPR process. These tips and strategies can make April 2020 your easiest APR ever!

Learning Objectives:

1. Identify data-related challenges that can interfere with completion of the APR and ongoing program evaluation.
2. Discuss solutions to barriers to completing the APR well in advance of the April 15th due date.
3. Develop and/or modify tools to prevent or overcome these data challenges and barriers.

Lois Bramwell, Project Director, GEAR UP 4 LA, Los Angeles, CA; **Keren Brooks**, Chief Research Analyst, CoBro Consulting, San Diego, CA; **Urban Pelicon**, Chief Information Officer, CoBro Consulting, San Diego, CA

SESSION #8

A Case Study in Talent Discovery: A Strategic Approach to Staffing Your GEAR UP Project

Continental 8

Your GEAR UP project has been funded, and now you need to find the most passionate, committed, and knowledgeable personnel for your program! Selecting and supporting the right employees is a daunting task. Investing in a talent management approach makes it more likely that your new employees will flourish and last in your GEAR UP project. This interactive session will explore the practices of a five-time grantee and provide structured opportunities for participants to share their own approaches. GEAR UP leaders will leave with refreshed hiring processes and solid examples of practices that elicit high-quality personnel for GEAR UP projects.

Learning Objectives:

1. Explore the elements of an effective job description.
2. Identify and discuss effective strategies currently being used in hiring processes.
3. Discuss screening processes designed to provide insight into a potential employee's skills.

Robyn Hilger, Co-Project Director, GEAR UP OKC, University of Oklahoma's K20 Center, Norman, OK;
Scott Wilson, Ph.D., Director of Innovative Learning, University of Oklahoma's K20 Center, Norman, OK

SESSION #9

The Success of Competency Based STEM Personnel on Achieving Grant Objectives

Continental 9

Shifting from a college-going to a college-ready mindset is more easily achieved with strong content advocates who can facilitate academic interventions at GEAR UP sites. In this lecture, Texas State GEAR UP will explore the role of academic coaches in grant management and the creation of service systems that complement academic objectives. Participants will be able to recognize the use of content specific academic coaches in the guidance of academic initiatives as well as in grant management.

Learning Objectives:

1. Examine the use of content specific academic coaches to guide academic initiatives.
2. Explore the dual role of academic coaches in grant management.
3. Identify how to align grant services with content scope and sequence.

Evangeline Blanco, University of Texas Rio Grande Valley College in ACTION GEAR UP Science Content Coach, UTRGV GEAR UP College in ACTION Grant, Edinburg, TX; **Norma Jean De Leon**, University of Texas Rio Grande Valley College in ACTION GEAR UP Math Content Coach, UTRGV College in ACTION GEAR UP Grant, Edinburg, TX; **Sofia Pena**, University of Texas Rio Grande Valley College GEAR UP in ACTION Grant Director, UTRGV GEAR UP in ACTION Grant, Edinburg, TX

SESSION #10

Complete the Financial Aid Award Letter Challenge!

Imperial B

Financial aid award letters look different at every college and often leave students and families confused. In this session, you will work in teams to complete Oregon GEAR UP's Financial Aid Award Letter Challenge. This interactive activity compares financial aid awards from four different fictional

colleges for one student. Participants will discover how to use it with students and families so they can learn how to read their own award letters to make informed choices.

Learning Objectives:

1. Review the research about the variation in financial aid awards.
2. Practice reviewing and comparing financial aid awards through an interactive team activity.
3. Discuss how participants can help students and families make informed choices.

Maddy Anderson, School Liaison, Oregon GEAR UP, Corvallis, OR; **Adrienne Enriquez**, Program Manager, Strategic Partnerships & Statewide Initiatives, Oregon GEAR UP, Corvallis, OR

SESSION #11

No More Either/Or: A Developmental Curriculum Built Into a State College Readiness Framework *Union Square 19/20*

This interactive session will provide an overview of the Illinois Postsecondary and Career Exploration framework as well as a demonstration of a companion student development curriculum for seventh through twelfth grades. Attendees will participate in simulations of lessons from the curriculum. The curriculum is designed to ensure that each student meets the Illinois statewide expectations for financial literacy, career exploration, and college readiness. In addition, the curriculum supports critical adolescent development milestones. Participants will leave the presentation with a complete seventh grade curriculum and clear instructions for implementing it in a variety of settings such as in the classroom, after school, in workshops, or within individual interventions.

Learning Objectives:

1. Gain a better understanding of how to build student development into college and career planning curriculum.
2. Explore district and statewide frameworks for college and career readiness expectations for grades seven through twelve.
3. Experience customizable and interactive lessons from a comprehensive college and career readiness curriculum.

Fernando Bazaldua, Grant Management Specialist, Illinois Student Assistance Commission, Deerfield, IL; **Kim Korando**, Manager, IL GEAR UP, Illinois Student Assistance Commission, Deerfield, IL; **Matthew Montez**, Project Manager, Illinois Student Assistance Commission, Deerfield, IL; **Jacqueline Moreno**, Managing Director, College Access Initiatives, Illinois Student Assistance Commission, Deerfield, IL

SESSION #12

Systematizing Success for ALL students Through District, College, Career, and Community Partnerships *Plaza B*

We can no longer allow the opportunities of college, career, and life success to take place for only some students. Through college, career, and community partnerships, we will be able to democratize opportunities for all students to achieve success. This presentation will provide participants with a path to create an intentional support system for all students that integrates their families and is designed to ensure access to opportunities and services that will prepare them in their journey to complete their college and career goals successfully. Participants will learn about the Anaheim Collaborative and the

development of The Anaheim Union Educational Pledge, a commitment between the Anaheim Union High School district and their college, career, and community partners.

Learning Objectives:

1. Understand the journey that Anaheim Union High School District went through along with their college, career, and community partners in order to develop the Anaheim Union Educational Pledge commitments.
2. Identify and discuss strategies for developing a partnership between your local city, community colleges, and public and private universities in order to foster an intentional comprehensive support system.
3. Develop strategies that will deepen your partnerships and will create an environment where the partnerships can turn into an intentional comprehensive support system.

Adriana Badillo, Interim Director, California State University, Fullerton Educational Partnerships, California State University, Fullerton GEAR UP, Fullerton, CA; **Manuel Colon**, Chief Academic Officer, Anaheim Union High School District, Anaheim, CA; **Carlos Hernandez**, Director Curriculum & Instruction, Anaheim Union High School District, Anaheim, CA; **Michael Matsuda**, Superintendent, Anaheim Union High School District, Anaheim, CA

SESSION #13

Freezing Summer Melt

NOB Hill 2/3

According to a study by Dr. Lindsay Page, ten to forty percent of high school seniors who intend to enroll in college never make it to the first day of class. Often referred to as "summer melt," this phenomenon occurs when college-intending students fail to enroll in college the fall following high school graduation. In this presentation, Tennessee GEAR UP will discuss common obstacles in the enrollment process that cause students to "melt," review current research on behavioral nudges, and examine some of Tennessee GEAR UP's summer melt practices. Participants will leave having identified replicable summer melt strategies that can be implemented in their own programs.

Learning Objectives:

1. Discuss common obstacles for students in the college enrollment process and review current research on the effectiveness of texting and behavioral nudges.
2. Explore GEAR UP Tennessee's summer melt programming and accompanying resources.
3. Identify replicable practices to implement in their own GEAR UP programs.

Debbie Brown, Site Coordinator, Tennessee Higher Education Commission, Waynesboro, TN; **JP Gray**, Project Director, Tennessee Higher Education Commission, Nashville, TN; **Jackie Whitten**, Site Coordinator, Tennessee Higher Education Commission, Brownsville, TN

SESSION #14

The Story Never Ends: Writing Strategies to Develop College-Ready Students

Union Square 17/18

This interactive session will explore multiple avenues to assist middle and high school students to confront the "terror of the blank page" and unleash lurking masterpieces. The strategies shared have been field tested through programs developed in partnership with the National Writing Project of

Acadiana. Although this workshop focuses on creative writing, the techniques shared can improve writing for multiple purposes, and writing is perhaps the single most important endeavor undertaken by learners of all ages. Participants will also identify key strategies to develop successful creative writing programs.

Learning Objectives:

1. Assist students in writing college application/scholarship essays.
2. Examine ways that creative writing can develop college-ready writers.
3. Develop models for local writing programs.

Traci Aucoin, GEAR UP Project Director, Lafayette Parish School System, Lafayette, LA; **Toby Daspit**, Ph.D., Associate Professor, Lafayette Parish School System, Lafayette, LA

SESSION #15

How to Motivate and Engage Students for High School and Beyond Using Proven Strategies

Union Square 22

Attendees will experience best practices from Chicago GEAR UP and learn about compelling data from an intensive ninth grade on-track summer program that engages students to explore their vision for future academic success and social/emotional satisfaction in high school and beyond. Presenters will highlight data on students' on-track rates, algebra passing rates, behavior, attendance, and grades. The presenters will also showcase rigorous and relevant curriculum in Literacy, Math, and Counseling. Attendees will experience community building activities, inquiry and design methodologies, and growth mindsets that foster students' sense of belonging and academic mastery. Attendees will leave ready to replicate ideas and tools for program implementation.

Learning Objectives:

1. Explore relevant and engaging curriculum incorporating growth mindsets and students' critical thinking skills.
2. Connect the data points demonstrating that participating students are more likely to stay on-track, graduate on time, and enroll in college.
3. Adapt ninth grade on-track resources to replicate this proven GEAR UP strategy.

Margaret Boyter-Escalona, Associate Director, Chicago GEAR UP, Chicago, IL; **Susan Garr**, Professional Development Coordinator, GEAR UP Chicago, Chicago, IL; **Moniquca Jones**, College Access Coordinator, Chicago Public High School, Chicago, IL; **Carlos Wilhelm**, College Access Facilitator, Chicago GEAR UP, Chicago, IL

SESSION #16

Communicate, Collaborate & Coordinate: Making Sense Out of the College-Going Process

Union Square 23/24

As the nation seeks to improve college-going and completion rates, it is important to mobilize partners, coordinate messaging, and develop collaborative programming to support all students completing the steps to attend college. In this panel, ACT's Center for Equity in Learning will highlight its effort in bringing together national campaign leaders seeking to simplify the college-going process. Additionally, Ohio State GEAR UP and Iowa College Aid will demonstrate the programmatic structures each put in place to support students, families, and educators in navigating the multi-step college-going process.

Attendees will learn national and state approaches and will collaboratively engage in the exploration of similar solutions in their state.

Learning Objectives:

1. Demonstrate knowledge of key college-going steps illustrated by the national and state multi-step campaigns.
2. Identify and discuss the key coordinators of each step within their own program.
3. Draft a possible plan for coordinating these critical steps within their own program.

Carlos Bing, State Director, GEAR UP OH, Ohio Department of Higher Education, Columbus, OH; **Jamie Covell**, Community Engagement Consultant, Iowa College Aid, Des Moines, IA; **Kelly Garrett**, Site Director, GEAR UP OH at Marion City Schools, Ohio Department of Higher Education, Marion City, OH; **Tina McCoy Hearn**, Director, ACT's Center for Equity in Learning, ACT, Iowa City, IA

SESSION #17

Creating a Virtual Peer Mentor Network through Video Letters

Union Square 15/16

In this presentation, you will be inspired to encourage GEAR UP college students to reflect on their personal narrative in support of younger GEAR UP students. Presenters will guide participants through the process of making a three to five-minute video as if they are a GEAR UP college student. Attendees will have the opportunity to see completed videos and have time to brainstorm strategies for bringing this project to life in respective GEAR UP communities, so that staff can meet students in a way that matches their media use.

Learning Objectives:

1. Create virtual near-peer mentor connections to increase internal resilience across the GEAR UP student population.
2. Demonstrate how to support GEAR UP college students in crafting their narrative and provide step-by-step explanations on creating a three to five-minute video.
3. Identify tools that can be used to harness GEAR UP alums' resilience to support younger students' success in their own academic journeys.

Shelby Copans, GEAR UP GUIDE intern, Vermont Student Assistance Corporation, Winooski, VT; **Jessica Smith**, GUIDE Program Coordinator, Vermont Student Assistance Corporation, Winooski, VT

SESSION #18

Closing the Equity Gap: Leveraging Data and Partnerships for Success

NOB Hill 4/5

The state of Indiana is committed to cutting the state's achievement gap in half by 2018 and closing it completely by 2025. The Indiana Commission for Higher Education issued a first-of-its-kind report on equity and student completion that shows the state is making significant progress towards this goal for low-income and Black and Hispanic students. This session will relay data and key findings from this report, highlight state and community programs that are leading the way in closing the achievement gap, discuss how statewide partnerships are being leveraged, and facilitate conversation on how participants can utilize data to drive their own program initiatives. While these data are specific to Indiana, the findings are transferrable and can be used to inform best practices around the country.

Participants will have the opportunity to discuss and brainstorm best practices and next steps within their communities.

Learning Objectives:

1. Curate and use data to identify success and challenges in college access and completion in attendees' respective states.
2. Identify ways to create buy-in and partnerships around equity initiatives for college readiness and completion.
3. Assess the progress of existing equity initiatives at attendees' respective schools, postsecondary institutions, and state.

Barbie Martin, Director, School and Community Outreach, Indiana Commission for Higher Education, Indianapolis, IN; **Jarod Wilson**, Director, Postsecondary Outreach and Career Transitions, Indiana Commission for Higher Education, Indianapolis, IN

12:15 pm – 1:00 pm **Networking Lunch**
Grand Ballroom

1:00- pm – 2:00 pm **Monday Luncheon Plenary**
Grand Ballroom

Sponsored by: CoBro Consulting

Presentation of GEAR UP Professional of the Year Award

Ranjit Sidhu, President & CEO, National Council for Community and Education Partnerships

Keynote Speaker:

Vijay Gupta, Violinist and Educator

2:15 pm – 3:30 pm **Monday Afternoon Concurrent Sessions**

SESSION #19

Increasing the Volume: Crafting Strategies to Boost Your High School Students' ACT/SAT Scores
Franciscan A

The high school years offer unique opportunities for academic and personal growth at each grade level. Using a systemic approach beginning freshman year, students can build their testing confidence and benefit from learned skills that will follow them into college. Join veteran GEAR UP directors and ACT/SAT professionals for an interactive session that will bring you back to high school as they explore how ninth through twelfth grade students can turn the volume level up on testing one year at a time.

Learning Objectives:

1. Participate in role-play activities with other GEAR UP professionals and explore grade level psychological development and how these stages affect students' college readiness.
2. Identify and demonstrate classroom strategies to help students in grades nine through twelve become more confident test takers.

3. Examine subject content that is tested and learn how to incorporate them into test preparation.

Traci Aucoin, Project Director, Lafayette Parish School System, Lafayette, LA; **Craig Gehring**, Founder and CEO, MasteryPrep, Baton Rouge, LA; **Kristin Seay**, Project Director, Central Carolina Consortium/Richland School District 2, Columbia, SC

SESSION #20

Flexible Evaluation Designs: Responding to Shifting Needs to Maximize Program Improvement

Franciscan B

Attendees will learn about building flexibility into a GEAR UP evaluation design as well as the experiences of the West Virginia GEAR UP team in using a flexible evaluation design to adapt to the evolving evaluation needs of the program. The team will share examples of how they have added new or altered existing evaluation components (e.g., site visits, interviews, surveys, and a mentoring sub-study) to respond to program needs and complete the Annual Performance Report (APR). Ultimately, these adaptations have enabled the evaluation to provide information on critical topics that lead to informed improvements to service delivery for West Virginia GEAR UP students.

Learning Objectives:

1. Acquire knowledge about the strategy of building flexibility into GEAR UP evaluation designs.
2. Learn from the experiences of the West Virginia GEAR UP team and how they used this strategy in their GEAR UP evaluation.
3. Discuss with peers on how to apply this strategy to their own GEAR UP evaluations.

Zornitsa Georgieva, Ph.D., College Access and Success Research and Policy Analyst, West Virginia Higher Education Policy Commission, Charleston, WV; **Jason (J.R.) Luyster**, College Access and Success Program Director, West Virginia Higher Education Policy Commission, Charleston, WV; **Elizabeth Manuel**, Interim Director of Student Services, West Virginia Higher Education Policy Commission, Charleston, WV; **Samantha Spinney**, Ph.D., Manager, Education & Child Welfare, ICF, Fairfax, VA

SESSION #21

College Tours Re-imagined: Leveraging Virtual Reality to Increase Match and Fit

Franciscan C

Campus tours provide a strong and positive influence in a student's college decision-making process. However, the challenge is time, distance, and cost. Virtual reality (VR) can enable all students to visit all campuses without ever leaving home. GEAR UP North Carolina developed an immersive 360-degree VR phone app tour of in-state campuses. The app is a free download with information on majors and degrees, campus life, social media, and direct connection to the campuses' admissions and financial aid offices. The primary objective of this session will be hands-on engagement with the GEAR UP Virtual Reality app and director discussion around how virtual reality can broaden college access.

Learning Objectives:

1. Explore the 360-degree immersive virtual reality campus tours through hands on interaction with the GEAR UP virtual reality app and VR cardboard goggles.
2. Discuss the potential for VR campus tours to increase GEAR UP student college match and fit.
3. Brainstorm improvements to the app to improve the campus tour "experience" for students and families.

Steven King, Associate Professor, Emerging Technologies Lab, The University of North Carolina Chapel Hill, Chapel Hill, NC; **Nikki Liles**, Interim Director, GEAR UP North Carolina, Chapel Hill, NC; **Carol Cutler White**, Ph.D., Assistant Professor, Mississippi State University, Starkville, MS

SESSION #22

Utilizing Indiana's Scholar Success Program as a Key Strategy in GEAR UP College-Readiness

NOB Hill 2/3

In 2011, Indiana created the Scholar Success Program, with requirements that include college and career readiness activities that students in Indiana's Promise Program, 21st Century Scholarship (21CS), must complete. This program is promoted as a tool that all students—regardless of status within the 21CS—can utilize to advance preparedness. Data show those who have participated in this program have increased success in accessing and persisting in college. Through lecture and discussion, this session will show how Indiana GEAR UP has adopted the Scholar Success Program this program as its key college-readiness strategy model and how other GEAR UP programs can utilize it to increase student success. Participants will come away with activities that can be directly and immediately implemented into their GEAR UP programs upon returning home.

Learning Objectives:

1. Learn about the successes of the Scholar Success Program.
2. Identify ways to adapt activities to suit the needs of respective programs.
3. Discuss strategies with fellow participants and create strong takeaways that can be immediately implemented.

Barbie Martin, Director, School and Community Outreach, Indiana Commission for Higher Education, Indianapolis, IN; **Jarod Wilson**, Director, Postsecondary Outreach and Career Transitions, Indiana Commission for Higher Education, Indianapolis, IN

SESSION #23

ACT Improvement: Ready, Set, Go!

Continental 7

ACT improvement can be as easy 1, 2, 3 with this "Ready, Set, Go" approach. In this session, GEAR UP teams from Tennessee will examine how they prepare their schools and communities for ACT testing and how they improve achievement and celebrate success. Participants will leave with ideas for engaging their community, staff, and students in learning about the importance of the ACT, tools for strategically targeting students for improvement, and plans to celebrate their success so it can be repeated year after year. This high energy session will help your team "get ready, get set, and go!" on their next testing date.

Learning Objectives:

1. Identify practical strategies to promote ACT testing in their school and community.
2. Review and create outreach materials for students and parents that explain the value of ACT scores.
3. Develop a game plan for schools to academically prepare students for success on the ACT.

Karen Campbell, ACT Prep Coordinator and Business Teacher, Clinton High School, Tennessee Higher Education Commission, Clinton, TN; **Angela "Hoppy" Merryman**, Site Coordinator, GEAR UP Tennessee, Clinton, TN; **Kayla Watson**, ACT Coordinator & French Teacher, Tennessee Higher Education Commission, Clinton, TN

SESSION #24

Community-Based-Organizations and Strategies for College-Access Advocacy

Plaza B

With the influx of guidance counselor caseloads and a decrease of public education funding, community-based-organization (CBO) advisors are on the front lines of guiding students through the college admissions process. Through case study discussions in conjunction with small and large group discussions, coupled with individual reflection, this session will take a deep dive into the three effective strategies centered around college access. Attendees will learn how to write powerful letters of recommendations, make targeted interactions of advocacy through CBO/counselor calls, and create partnerships with admission representatives and institutions of higher education.

Learning Objectives:

1. Learn how to cultivate partnerships with admission offices.
2. Create targeted measures to advocate for students in the college admissions process.
3. Illustrate how to integrate practices into participants' home organizations.

Ashley Devaga, High School Advisor, The College Crusade of Rhode Island, Providence, RI; **Lani Willmar**, Associate Director of College Admissions, The College Crusade of Rhode Island, Providence, RI

SESSION #25

Get Your Data on Track with TREK: A Case Study in Data Management Practices

Union Square 23/24

Intimidated by your GEAR UP data requirements? Eleven years ago, so was University of Oklahoma's K20 Center. Then they created TREK, a database management system, and TREK became their best asset. Data collection and reporting are a key components of GEAR UP requirements, and a sound, systematic data management system is vital to the successful implementation of a GEAR UP grant. In this interactive session, they will share their best practices for creating a successful system which informs ongoing evaluation and improvement of GEAR UP services for your project. Best of all, it makes Annual Performance Reports (APRs) and Financial Performance Reports (FPRs) a snap!

Learning Objectives:

1. Learn the benefits of implementing a data management system early in the grant cycle.
2. Explore effective data collection measures used to improve grant services.
3. Discover a process for collecting and storing longitudinal student-level cohort data.

Danny Mattox, Project Director, GEAR UP for MY SUCCESS, University of Oklahoma's K20 Center, Norman, OK; **Aaron Coffey**, Data Systems Engineer, University of Oklahoma's K20 Center, Norman, OK; **Dawn Pearce**, Project Director, GEAR UP for the FUTURE, University of Oklahoma's K20 Center, Norman, OK; **Scott Wilson**, Director of Innovative Learning, University of Oklahoma's K20 Center, Norman, OK

SESSION #26

Predicting Summer Melt Among Disadvantaged Students

Franciscan D

Can we predict and freeze summer melt among disadvantaged students? Presenters will provide an overview of a current doctoral research study on the topic of summer melt. Participants will learn through a combination of interactive activities, discussions, and lectures about the barriers identified by current research that are derailing students from enrolling in college. Participants will be provided with tools to measure students' behaviors and perceptions that are potential deterrents to postsecondary enrollment. Important social justice dialogue will be introduced with the hope to inspire each participant to commit to being the voice of GEAR UP and GEAR UP students.

Learning Objectives:

1. Learn, through interactive activities, the barriers identified through current research that are deterring underserved students from obtaining the education they need to compete globally.
2. Explore tools to measure students' behaviors and perceptions that are potential deterrents to postsecondary enrollment.
3. Engage in important social justice dialogue in the hope to inspire each participant to commit to being the voice of GEAR UP and GEAR UP students.

Robert Dais, State-wide Director, GEAR UP: Massachusetts, Malden, MA; **Colleen Winn**, Ed.D., Director, Pre-collegiate TRiO Programs and GEAR UP: Massachusetts, GEAR UP: MA, Lowell, MA

SESSION #27

Connecting Services to Data: Meeting Students' Needs with an Effective Intervention Strategy

Union Square 22

In this session, attendees will explore the components of a Response to Intervention (RTI) pyramid. California State University, San Bernardino GEAR UP will delve into RTI scenarios and assist with creating practical interventions in advising and student support services to be implemented at the program and site levels. Using an interactive format, this session will provide administrative staff an opportunity to understand how to highlight program progress, identify target populations, and best allocate funding. Direct services staff will learn how they can track student data over time, ensure services reach multiple populations, and report quick data on best practices to their colleagues. Attendees will leave with the tools necessary to implement evidence-based interventions and data-based decision making.

Learning Objectives:

1. Identify and discuss an RTI pyramid and program application.
2. Organize and categorize support services based on target groups.
3. Create an outline of an RTI.

Olivia Guerrero, Assistant Director, GEAR UP California State University, San Bernardino, San Bernardino, CA; **Veronica Guzman**, Program Coordinator, GEAR UP California State University, San Bernardino, San Bernardino, CA

SESSION #28

Customer Service & Hospitality to Build & Sustain Student-Centered Educational Communities

Continental 8

How do you foster positive relationships and make the most of every interaction? What causes stakeholder relationships to break down? Whether it is the superintendent, parent, Congressional member, or the school secretary, the success of a GEAR UP project is affected by its ability to form and maintain positive relationships. In this collaborative roundtable session, GEAR UP professionals will have the opportunity to share their "customer relations" difficulties and discover the GEAR UP Method of Hospitality, which contains best practices from experienced GEAR UP professionals, as well as discuss and strategize. This session will provide attendees with best practices and effective tools to master positive relationship building and sustainability.

Learning Objectives:

1. Identify how to describe GEAR UP and its central questions in relation to your institution and the community you will be serving.
2. Discover how to engage in community inquiry.
3. Create messages appropriate to your community, purpose, and context.

Sean Brennan, GEAR UP Partner, Edoptics, Los Angeles, CA; **Stacey Garrett**, Director, GEAR UP, University of California, Davis Davis, Red Bluff, CA; **Brad Trimble**, Ph.D., GEAR UP Partner, Edoptics, Sacramento, CA; **Nicholas A Zoffel**, Ph.D., GEAR UP Partner, Edoptics, Sacramento, CA

SESSION #29

Mobilizing Key Stakeholders in Your FAFSA Completion Efforts

Union Square 17/18

Join Hawai'i GEAR UP for an engaging discussion on how to mobilize leaders, administrators, and schools to support your FAFSA efforts. This year Hawai'i expanded its Cash for College FAFSA Challenge from 15 fifteen to 45 schools. In this session, participants will learn strategies on how to engage K-12 and postsecondary leadership in your FAFSA efforts, learn strategies on how to build a comprehensive Free Application for Federal Student Aid (FAFSA) communications campaign targeted to students and families including messaging, media, and other promotional materials, and hear best practices from counselors on how they mobilized their schools to improve FAFSA completion rates through the Cash for College Challenge.

Learning Objectives:

1. Discover strategies on how to engage postsecondary and K-12 leadership in your FAFSA completion efforts to help generate momentum.
2. Learn strategies on how to build a comprehensive FAFSA completion communications campaign targeted to students and families including messaging, media, collateral, and other promotional materials.
3. Explore best practices from high school college counselors on how they mobilize their schools to improve FAFSA completion rates on their campuses through the Cash for College FAFSA Challenge.

Daniel Rempala, Evaluation Specialist GEAR UP Hawai'i, Honolulu, HI; **Lesli Yogi**, Communications and Engagement Specialist, GEAR UP Hawai'i, Honolulu, HI

SESSION #30

Customizing Professional and Personal Development To Help Your Team Work More Effectively

Plaza A

Sometimes we need to learn how to better communicate, understand, and support one another, but prepackaged professional development does not always allow for those types of conversations to take place. During this interactive session, participants will learn how to improve their team communication in an effort to work more effectively and create a much more welcoming work environment. Three GEAR UP programs from Kansas will explain how they came together to learn through interactive activities how to better work as a team, deliver their own personal GEAR UP stories, and create more engaging programming for students and parents. If your team is in need of a boost or would like to learn how to work better as a whole, then this session will empower you, motivate you, and energize you. You will learn firsthand how to deliver programming that is engaging, interactive, and challenging.

Learning Objectives:

1. Analyze a variety of techniques to help improve communication skills among coworkers.
2. Experience interactive activities to implement within attendees' respective teams.
3. Identify strengths and challenges within student, parent, and staff trainings.

Riccardo Harris, Executive Director, South Wichita GEAR UP, Wichita, KS; **Carlos Ojeda**, CEO, CoolSpeak, Pottstown, PA

SESSION #31

Leadership Voice: The Key to GEAR UP Buy-In, Engagement, and Sustainability

NOB Hill 4/5

Join Region One Education Service Center GEAR UP as they share ways in which they create program buy-in, participation, and sustainability. Attendees will have the opportunity to engage in dialogue with a panel comprised of district and campus leaders who devote numerous hours to the success of GEAR UP in their respective districts and throughout the region. Learn why their investment is so crucial and why they continue to be such strong advocates of the GEAR UP program. Do not miss this opportunity to learn ways to engage your key leaders through systemic means.

Learning Objectives:

1. Learn techniques to engage leadership and allow for their voice to create buy-in and sustainability of efforts.
2. Engage in discussion with a panel comprised of the following GEAR UP leaders: a school district superintendent, a school district executive director, and a middle school principal.
3. Begin working on an action plan that will allow you to apply what you learned during the session. You will also engage in table discussions as you begin working on this template.

Noe Guzman, Executive Director, Roma Independent School District, Roma, TX; **Cathy Lee Hernandez**, Ph.D., Superintendent, La Feria Independent School District, La Feria, TX; **Melissa Lopez**, Administrator, Region One Education Service Center, Edinburg, TX; **Raymundo Monrreal**, Principal, Pharr-San Juan-Alamo ISD, Pharr, TX

SESSION #32

Creating Access and Equity for Rural Students

Imperial B

Students in rural communities face unique challenges related to college access and educational equity, and supporting them requires ingenuity, inside knowledge, and the willingness to promote system-level changes. This session will begin by outlining key challenges shared at the 2019 Rural College Access and Success Summit, and then solicit feedback from session attendees on the initiatives needed to promote equitable results for rural students and the practices that can support their college success. **To actively engage, attendees are encouraged to download the Poll Everywhere app before the workshop.**

Learning Objectives:

1. Learn about the unique challenges facing rural students in diverse rural communities.
2. Share strategies used by rural practitioners to address college access challenges.
3. Discuss the benefits of building a stronger rural voice for educational equity.

Dreama Gentry, Executive Director, Partners for Education, Berea, KY; **J. Morgan**, Director of Communications, Partners for Education at Berea College, Berea, KY

SESSION #33

The Impact of History, Storytelling, and Touchstone Mentoring on Underserved Youth and Their Stakeholders

Union Square 19/20

Research shows significant academic and personal gains among students through effective mentoring. The GEAR UP Alabama Black Belt Mentoring Bus Tour is a touchstone mentoring event designed as a "heart and soul exchange" among schools, students, and our university. As GEAR UP Alabama shares their response to the common "bootstrap" theories of engaging high-poverty communities, this interactive session will tug at your heartstrings as they take you through a day's journey to understand the impact history and personal narrative have on stakeholders understanding specific phenomena. Participants will learn to use data to create events that excel, prove, and mobilize their GEAR UP community.

Learning Objectives:

1. Experience an interactive activity to understand the impact history and personal narrative can have on stakeholders understanding specific phenomena.
2. Understand how to produce action based on data.
3. Identify and discuss ways to create community-school events that excel, prove, and mobilize the immediate and extended GEAR UP community.

Samantha Briggs, Ph.D., Director, GEAR UP Alabama, GEAR UP Alabama, Birmingham, AL; **Gerry White**, Ph.D., Assistant Professor, Let Us Make Man, Atlanta, GA

SESSION #34

Interactive Parental Engagement is the Key to Students' Academic Success

Imperial A

In this session, presenters will showcase how best practices in parent engagement directly lead to students' academic successes. Attendees will explore resources for planning successful family events which are essential to becoming college ready, including family college trips and effective parent one-on-ones. Participants will learn from real life parent-student success stories as presenters share both a case study and parent developed videos. The one-on-one parent engagement and parent advocate models will be highlighted as well as tools and strategies to replicate these innovative parental engagement initiatives.

Learning Objectives:

1. Explore how parents can help students be better prepared for academic success using their unique learning styles.
2. Showcase best practices in parent engagement that directly lead to students' academic success.
3. Engage and share with other GEAR UP peers about tried and true parent engagement strategies that support student academic success.

Rene Diaz, GEAR UP Parent Manager, Parent Engagement and Partnership Development, Center for College Access and Success, Northeastern Illinois University, Chicago, IL; **Arturo Hernandez**, Parent/Student Services Specialist, Center for College Access and Success/Northeastern Illinois University, Chicago, IL; **Sonya King**, College Access Coordinator, Center for College Access and Success, Northeastern Illinois University, Chicago, IL; **Alma Vargas**, Parent Mentor, Center for College Access and Success, Northeastern Illinois University, Chicago, IL

SESSION #35

NCCEP's Career & College Clubs: Applying a Holistic Approach

Union Square 15/16

Does your GEAR UP currently use National Council for Community and Education Partnership's (NCCEP) Career & College Clubs (CCC) program? Are you starting, or considering starting, in 2019? Or, do you just want to learn more about the program? If any of the above are true, this workshop is for you! To ensure the CCC curriculum provided the clearest paths to future success for students, NCCEP applied the [ACT® Holistic Framework™](#) to the program. Come learn how the Holistic Framework provides a multidimensional approach to student readiness that includes a focus on interests and behaviors (social-emotional learning) along with the general cognitive skills traditionally taught in classrooms. Coaches, coordinators, directors, and other staff involved with Career & College Clubs are encouraged to attend.

Learning Objectives:

1. Learn how the Holistic Framework provides a multidimensional approach to student readiness.
2. Examine how Career & College Clubs applies this approach.
3. Explore strategies to implement the curriculum.

Alex Casillas, Ph.D., Principal Research Psychologist, ACT, Iowa City, IA; **Kelly Pappas**, Associate Director, National Council for Community and Education Partnerships, Washington, DC

SESSION #36

StudentTracker: Getting Postsecondary Outcome Data

Continental 9

Join a team from the National Student Clearinghouse to learn how to get postsecondary data for GEAR UP students. This session will cover the data collection process for the following postsecondary education areas: whether the students served enroll in college, where transfer students end up, and if students persist in and eventually graduate from college. StudentTracker is a National Student Clearinghouse service that can provide these outcomes and more. This session will provide a high-level overview of StudentTracker, provide tips for getting the most out of the service, and allow participants to engage and ask questions related to other data that StudentTracker provides.

Learning Objectives:

1. Explore how to use the National Student Clearinghouse's StudentTracker system.
2. Review pertinent postsecondary outcomes that can be tracked by StudentTracker.
3. Discuss the business and data requirements of using the StudentTracker system.

Joshua Leake, Research Operations Manager, National Student Clearinghouse, Herndon, VA; **Michele Gralak**, Business Analyst, National Student Clearinghouse, Herndon, VA

3:30 pm – 4:00 pm

Networking Break and Raffle in Exhibit Hall

Continental Ballroom

4:00 pm – 5:15 pm

Monday Afternoon Concurrent Sessions

SESSION #37

Don't Recreate the Wheel - Beg, Borrow, Steal

Continental 9

Are you spending countless hours trying to track student services, document and track in-kind match from all sources, as well as evaluate grant progress towards your goals? Come hear (and steal) ideas so you will not spend sleepless nights counting students, teachers, and services! Any attempt to reinvent the endless wheel of GEAR UP documents would be pointless, would add no value, and would be a waste of time, diverting your resources from more worthy goals! Instead, borrow ideas from colleagues, tweak strategies to meet your needs, and get some rest! Come share ideas on how to make tracking for GEAR UP documentation easier!

Learning Objectives:

1. Learn methods of documenting GEAR UP services.
2. Analyze examples from numerous helpful handouts.
3. Network with other professionals for methodologies used in their locations and learn how others implement and manage their grant.

Dara Self, Project Director, Eastern Oklahoma State College, Wilburton, OK

SESSION #38

Networking with Community Organizations, Parents, and Peers to Enroll the Unenrolled

Imperial B

Some graduates will detour from their college path to join the workforce or become unemployed youth. Reaching out to young adults who are navigating life by avoiding enrollment in any higher education program is the big challenge. Identifying the Circle of Influence is critical to mobilize these youth. In this session, participants will receive a Year Seven Planning Guide that includes timelines, templates, scripts, sample flyers, calendars, and detailed processes for implementing networking strategies.

Learning Objectives:

1. Explore numerous program strategies to enroll the unenrolled.
2. Identify new community partners to meet Year Seven cohort needs.
3. Utilize cohort feedback to build strategic outreach.

Gustavo Cordova, GEAR UP Facilitator, San Antonio Independent School District, San Antonio, TX; **Jessica Gonzales**, GEAR UP College Readiness Coach, San Antonio Independent School District, San Antonio, TX; **Roxanne Rosales**, Ed.D., GEAR UP Director, San Antonio Independent School District, San Antonio, TX; **Desiree San Martín**, GEAR UP College Readiness Coach, San Antonio Independent School District, San Antonio, TX

SESSION #39

Catch Them Early: Identification of At-Risk and Academically Promising Students

Union Square 5/6

In keeping with the mission of GEAR UP to serve all students in the cohort, it is important for staff to learn how to identify students who might fall between the cracks – those at-risk as well as those with academic promise. A well-developed GEAR UP database can be harnessed to isolate these students at both ends of the ability spectrum, using Excel functions and filters. Directors, coordinators, guidance counselors, and service providers will put these skills to practice in crafting and monitoring successful action plans. **To make this experience worthwhile, participants are asked to bring an Excel-enabled laptop to the session.**

Learning Objectives:

1. Develop skills to use Excel filters to identify un/underserved students.
2. Translate outcome and service data to develop an implementable action plan.
3. Engage with co-participants in discussing reasons for the types of proposed action plans.

Nona Donovan, State Program Director, Higher Education Services Corporation, Albany, NY; **Sara Silver**, Ph.D., Senior Research Associate, Measurement Incorporated, White Plains, NY

SESSION #40

Equity and Access for All: GEAR UP Activities and Programs, and Events That Ensure It

Continental 7

MiraCosta College GEAR UP and Oceanside Unified School District partnered with Study Smart Tutors to ensure that *all* GEAR UP students participate in initial "kick-offs" during the school day, ensuring equal access to activities and programs. This interactive session will showcase the vision and planning

necessary to successfully execute GEAR UP programming for all students, including school-day implementations of college and career prep, SAT/ACT workshops, and other services. Participants will also develop their own implementation plans for school-day programming by learning strategies to engage district and site staff to bring GEAR UP services to *all* students.

Learning Objectives:

1. Outline the activities and services that should reach *all* students but are currently only reaching some students.
2. Brainstorm ways to embed GEAR UP culture within the school-day.
3. Strategize best practices to increase awareness of GEAR UP programming.

Jack Friedman, Founder, Study Smart Tutors Inc., Los Angeles, CA; **Julie Johnson**, Director, MiraCosta College GEAR UP, Oceanside, CA

SESSION #41

Readiness From the Inside Out: Reinforcing Self-Reflection, Relevancy, and Relationships

Plaza A

In this interactive session, we will explore critical non-cognitive skills necessary for college readiness, retention, and resiliency. Participants will establish a foundation of the principles behind the Johari window model and how these principles can be implemented into GEAR UP student activities to afford students reflection that leads to meaningful college and career preparation. Participants will gain skills in how to be mindful of their own self-reflection to enhance relationships and relevancy with students. Current and relevant research will be translated into practical activities for use with students that will be provided to session participants for immediate classroom and/or workshop use.

Learning Objectives:

1. Identify and explore critical noncognitive skills necessary for college readiness and retention.
2. Identify and explore best practices that will result in an understanding of how to develop programs/curriculum/workshops that infuse the fundamental principles of Johari window model within the middle school/high school/college infrastructure.
3. Experience interactive activities that can become part of GEAR UP student activities grounded in research and focused on mindset, resiliency, personal responsibility, emotional intelligence, behavior change, goal-setting, and self-reflection.

Jennifer Murphy, Ph.D., Program Director/Faculty, Arizona State University, Tempe, AZ

SESSION #42

Strengthening FAFSA Efforts: How to Support Successful FAFSA Completion

NOB Hill 2/3

In this session, participants will build a toolkit for strengthening Free Application for Federal Student Aid (FAFSA) efforts by understanding the purpose of the FAFSA as a financial aid form for accessing grants, federal student loans, and work-study funds. Filling the FAFSA is one of the most important steps students and their families can take to pay for college. Attendees will learn about planning fun and engaging events, engaging parents, eliminating FAFSA errors upon completion, and minimizing "FAFSA melt." Attendees will leave with a toolkit for FAFSA success.

Learning Objectives:

1. Experience how to plan and execute a fun and engaging FAFSA completion event.
2. Identify best practices for assisting students in completing the FAFSA.
3. Understand the importance of minimizing "FAFSA melt".

Brittani Williams, Financial Aid/Career Development Specialist, Louisiana Office of Student Financial Assistance, Baton Rouge, LA

SESSION #43

Write Now: Teaching Students to Write a Winning Scholarship Essay

Imperial A

In this interactive facilitated dialogue, the presenters and participants will explore new and innovative ways to introduce teaching strategies as they relate to helping students successfully navigate through the scholarship application essay writing process. In this session, the presenters will provide information on best practices for working with underserved students and helping them to develop their voices to become successful writers of scholarship application essays.

Learning Objectives:

1. Learn through an interactive activity on teaching GEAR UP staff how to promote students sharing their voices in a more urgent, poetic, and expressive manner.
2. Discuss and write about new and innovative ways to approach and help students strengthen their scholarship application essay experience.
3. Develop the skills and knowledge necessary to provide resources and teaching strategies for students eager to learn more about the scholarship application process.

Natasha Carrizosa, Poet/Teacher, Coolspeak, Houston, TX; **Tonya Waller**, Director University of Kansas GEAR UP Topeka, University of Kansas GEAR UP Topeka, Topeka, KS; **Joaquin Zihuatanejo**, Poet/Teacher, Coolspeak, Dallas, TX

SESSION #44 **SESSION CANCELED**

Strategies for Sustainability: Creating Lasting Impact for Your GEAR UP Grant

Continental 8

While sustainability of college-going culture is a long-term goal of GEAR UP that should be built into grant implementation from the start, the reality is that sustaining college access services and a college-going culture is often a challenge to GEAR UP program staff and participating schools. In this facilitated dialogue, participants will share lessons and promising practices related to GEAR UP sustainability planning ranging from planning earlier into the grant to using evaluation tools to measure progress effectively. In this discussion-based session, facilitators will frame the dialogue with their own experiences planning for the sustainability of the Texas State GEAR UP Grant.

Learning Objectives:

1. Learn about the various challenges to GEAR UP sustainability.
2. Discuss with peers lessons learned regarding sustainability of GEAR UP services and a college-going culture.
3. Strategize about promising practices for sustainability planning, including evaluating sustainability.

Michael King, Project Manager, Texas GEAR UP State Grant, The University of Texas at Austin, Institute for Public School Initiatives, Austin, TX; **Ryann Malone**, Managing Director, AMS Public Interest, Austin, Texas; **Celeste Padilla**, Director, Texas GEAR UP State Grant, Texas Education Agency, Austin, TX; **Brooke Shelley**, Senior Education and Child Welfare Research Analyst, ICF, Fairfax, VA; **Samantha Spinney**, Manager, Education & Child Welfare, ICF, Fairfax, VA

SESSION #45

Flipping the Funnel: Upending Traditional Student Advisement Through a Problem-Solving Approach *Franciscan D*

In this facilitated discussion, participants will explore upending the paradigm of student advisement from a traditional method to a broadened problem-solving framework and solution team approach. Utilizing Google's "What problem do you want to solve?" question as a prompt for students exploring education and career pathways, this approach opens students' views of success and personal life-impact through a team-building mindset that empowers and engages students in grit and resilience, and advises students to be flexible with career and educational preparation options. Session participants will gain a variety of resources, including quick to implement, no-cost activities; student discussion guides utilizing sensitive listening/responsive questioning methods; and templates for progressive approaches for working with students on transferrable skills that help students identify life-impact goals.

Learning Objectives:

1. Explore a sensitive listening/responsive questioning method of working with students on postsecondary and career pursuits from a problem-solving framework reaching beyond barriers in student views of success.
2. Share challenges and gain additional approaches in working with students to develop grit, resilience, and broader perspectives.
3. Use table team activities to practice student support techniques by integrating problem-solving and solution team methods into an educational culture for student planning.

Terry Hosler, Service Coordinator, GEAR UP: Opportunity, Berea, KY; **Samuel Wansley**, Service Coordinator, GEAR UP Promise Zone, Middlesboro, KY

SESSION #46

Cultivating Strong Partnerships for Sustainable Student Success *Union Square 22*

It has been said, "If you want to go fast, go alone. If you want to go far, go together". Along the same spirit of collaboration, this session will explore the characteristics of a successful, sustainable partnership program through the lens of a real-life success story: a partnership between Appalachian State University GEAR UP, local school districts, and the Young Eisner Scholars program. This presentation will help participants gain an understanding of how to engage community partners around shared goals by identifying a win-win-win partnership model that benefits students for the long term.

Learning Objectives:

1. Understand and apply the characteristics of a strong, sustainable partnership model.
2. Identify and discuss with peers potential partnerships in their communities.

3. Brainstorm strategies and develop a timeline with peer input to establish at least one new partnership in the next year.

Susan Saule, Young Eisner Scholars Program Coordinator, Appalachian State University, Boone, NC; **M. Corinne Smith**, Senior Associate Director, GEAR UP, Appalachian State University, Boone, NC

SESSION #47

Beyond the Book: Leveraging Grant Resources & Technology to Help Schools & Students Achieve Success

Union Square 15/16

Site coordinators, working with teachers and principals, are in the pivotal position to help deepen and extend learning for college and career readiness beyond the regular classroom, but how? This session will explore the actionable strategies that staff can take that combines the mission of the grant and of the host schools, including the careful selection of accredited external service partners that personalize online academic skills-building. Integration with Advancement Via Individual Determination (AVID) classes, provision of extra help and accelerated learning in writing or geometry, and delivering high stakes test preparation are examples of furthering the mission of schools and the grant, alike.

Learning Objectives:

1. Review innovative best practices adopted by GEAR UP programs, especially by site coordinators, that have proven effective in helping schools address academic priorities and raise achievement scores.
2. Highlight specific opportunities for joint programming between GEAR UP programs and classroom teachers that are transferable to programs nationwide.
3. Analyze current program and partner school practices in order to begin thinking about how to use technology to innovate the fulfillment of academic priorities.

Alex Bernard, Lower Kuskokwim School District GEAR UP Grant Director, Rural Alaska GEAR UP Partnership, Bethel, AK; **Kimberly Hankins**, Director of Secondary Education, Lower Kuskokwim School District, Bethel, AK; **Courtney Moody**, Site Coordinator, Northeast High School, Richland Two School District, Columbia, SC; **Yvette Ramos**, Ed.D., Education Services Director, iTutor, Jericho, NY; **Kristin Seay**, Program Director, Midlands GEAR UP, Columbia, SC

SESSION #48

Using Drones to Prepare for STEM careers

Union Square 23/24

Drone mania is sweeping the nation, and educators are embracing drones as a new platform for Science, Technology, Engineering, the Arts, and Mathematics (STEAM) education. Learn the latest drone regulations, ethics, and real-world applications as well as practical ideas for incorporating drones into your program to prepare young pilots to enter the wild west of winged robots. The presentation will share with attendees Education Service Center 12 GEAR UP students' experiences in their after-school drone club and the advisory time during the school day. Attendees will walk away with tips for developing and running a successful drone program. Come experience how Education Service Center 12 GEAR UP is using Discover Drones.

Learning Objectives:

1. Gain ideas for integrating drones into existing STEM curriculum.
2. Walk away with tips for developing and running a successful drone program for students in an out-of-school time setting.
3. Implement safe, legal, and highly engaging drone programs for students using the information presented.

Sheila Anderson, Assistant Director for School Support and Grant Services, Education Service Center Region 12, Waco, TX; **Meredith Boyde**, Teacher, Corsicana Middle School, Corsicana Independent School District, Corsicana, TX; **Tyler Downey**, STEM Education Specialist and Training Coordinator, PCS Edventures, Boise, ID; **J.P. Johnson**, Principal, Corsicana Middle School, Corsicana Independent School District, Corsicana, TX; **Traci Keele**, GEAR UP Site Facilitator, Education Service Center Region 12, Waco, TX

SESSION #49

Please, Don't Waste My Time: Effectively Using Everyday Data to Steer a College Readiness Collaborative

Franciscan A

Every 26 seconds, a student drops out of high school. Every second counts! To maximize time and improve postsecondary success for students, it is essential that participants create innovative ways to collaborate. Moreover, the use of data can provide a compass to steer schools toward efficacy and efficiency. In this engaging and interactive workshop, participants will learn the importance of a collaborative, identify and gain a better understanding of “everyday” data, and optimize and evaluate a collaborative while mitigating “wasted time.” Participants will work together and leave with examples of “everyday” data, tools, resources, and best practices.

Learning Objectives:

1. Identify and gain a better understanding of “everyday” data.
2. Learn to utilize data as an effective tool for organizing collaborative efforts and mobilizing resources to contribute to postsecondary success.
3. Understand key components of a model College Readiness Collaborative Community school.

April Alcaraz, GEAR UP Program Manager, School District of Philadelphia, Philadelphia, PA; **Jomyra Crespo**, GEAR UP Program Manager, School District of Philadelphia, Philadelphia, PA; **Tia Rideout**, GEAR UP Program Manager, School District of Philadelphia, Philadelphia, PA; **Danielle Walker**, GEAR UP Program Manager, School District of Philadelphia, Philadelphia, PA

SESSION #50

Schools Want to Know...What is GEAR UP?

Union Square 17/18

New partner schools want to know: What is GEAR UP and what will it mean for their students, their school(s), and for themselves? They also don't want to sit through a 100 slide PowerPoint to find out! An introduction to GEAR UP is a critical first experience for schools. Come learn how GEAR UP professionals can make this first experience meaningful and highly interactive and get schools excited about this new partnership. In this highly interactive overview session, attendees will review previous participant feedback data and discern how to make information-heavy sessions engaging and informative.

Learning Objectives:

1. Reflect on demonstrated strategies used to introduce new partner schools to GEAR UP.
2. Explore alternatives to "sit and get" sessions that engage participants and still disseminate critical information.
3. Identify strategies that can be used to design activities relevant to participants' specific GEAR UP program.

Jennifer Pasillas, Parent Coordinator, University of Oklahoma- K20 Center, Norman, OK; **Heather Shaffery**, Science Curriculum Specialist, University of Oklahoma- K20 Center, Norman, OK; **Lindsay Williams**, Professional Development Coordinator, University of Oklahoma- K20 Center, Norman, OK

SESSION #51

Building a Bridge of Belonging

Union Square 19/20

Learn how GEAR UP East Kentucky is serving all students with an inclusive model of peer mentoring that addresses unity between all students. Participants will engage in student inclusion strategies that foster a sense of belonging. In addition, this presentation will address the gap between student involvement and the special needs population. This model of reciprocated appreciation uses active learning as a tool to promote teamwork, friendships, social skills, and communication.

Learning Objectives:

1. Understand the importance of postsecondary options for special needs students.
2. Discover strategies to transform peer mentors into student advocates.
3. Explore a model of reciprocated appreciation through active learning.

Kaylee Ray, 8th Grade GEAR UP Student, GEAR UP East Kentucky, Pikeville, KY; **Melissa Spangler**, College and Career Navigator, GEAR UP East Kentucky, Pikeville, KY

SESSION #52

Expanding Work-Based Learning Opportunities for College, Career, and Life Readiness

Franciscan C

While the educational system has made great strides in supporting students' college readiness, it is critical that students make informed choices about college with a career in mind as they develop the skills necessary to achieve career and life success once they finish college. During this workshop, participants will identify and discuss strategies for developing a sustainable work-based learning program to support the career readiness of their students, including business outreach, career event planning, and implementing internships. Participants will also develop strategies to encourage students to make informed choices about college based on their career plans and recommendations for integrating work-based learning into students' educational plans. Participants will leave with example agendas for career mentoring events, students and business partner recruitment letters, an example internship agreement, and more.

Learning Objectives:

1. Identify and discuss strategies for developing a work-based learning program, including business outreach, career event planning, and implementing internships.

2. Develop strategies to encourage students to make informed choices about college based on their career plans.
3. Develop recommendations for integrating work-based learning into students' educational plans.

MJ Cooke, Anaheim's Innovative Mentoring Experience Program Director, Anaheim Union High School District, Anaheim, CA; **Carlos Hernandez**, Director, Curriculum and Instruction, Anaheim Union High School District, Anaheim, CA; **Gabriel Mendoza**, GEAR UP Coordinator, California State University, Fullerton GEAR UP, Fullerton, CA; **Scott Reindl**, Career Readiness Specialist, Anaheim Union High School District, Anaheim, CA

SESSION #53

Supporting All Seniors for Postsecondary Success

Franciscan B

Have you struggled getting your seniors to college? Are you interested in improving postsecondary matriculation rates? If so, come join a panel of Region One Education Service Center GEAR UP staff and some of their partners as they provide their model of ongoing support, including strategies of intervention for students after high school graduation. Session participants will actively engage with experts to learn: best practices that include specific interventions to addressing academic and financial barriers; how to form strategic partnerships that provide customized options to students; how to forge strong and lasting relationships; and how to implement a case management system to manage data.

Learning Objectives:

1. Gain an understanding of the model created by the Ready, Set, College! Partnership to address students who are toughest to reach from high school to college enrollment.
2. Engage in dialogue with panelists regarding lessons learned from working with Institute of Higher Education partners, non-profit groups, districts, private corporations, and community members.
3. Identify barriers to college matriculation and discuss possible solutions.

Lupita Cantu, GEAR UP Director, Roma Independent School District, Roma, TX; **Norma Ortiz McCormick**, Director, Region One Education Service Center GEAR UP: Ready, Set, College! Partnership, Edinburg, TX; **Kristopher McKinney**, Education Specialist, Region One Education Service Center GEAR UP: Ready, Set, College! Partnership, Edinburg, TX; **Darlene Marie Rogers**, Ph.D., Director, Region One Education Service Center GEAR UP: Ready, Set, College! Partnership, Laredo, TX; **Cedric Tealer**, President/CEO, Qannection.com, Austin, TX

SESSION #54

Tea with Dr. T

Plaza B

Grab some tea during the networking break on your way in and join NCEP's vice president of research and evaluation, Dr. Chrissy Tillery, for a talk about the status of GEAR UP evaluation. This conversational session will include an overview of the issues GEAR UP, as a community, face on the evaluation front, a synthesis of what we know to date, and how we can fill the gaps. There will also be a discussion about the evidence-based practices we see embedded more and more into U.S. Department of Education grants and how we can best integrate and embrace those. This is a community issue and we need to hear from you too. Come prepared to listen, learn, and engage!

Learning Objectives:

1. Provide an overview of the status of GEAR UP research and evaluation.
2. Articulate the gaps that need to be filled.
3. Engage in an evaluation discussion by asking questions and sharing your expertise.

Chrissy Tillery, Ed.D., Vice President of Research and Evaluation, National Council for Community and Education Partnerships, Washington, DC

Tuesday | July 16

7:00 am – 5:00 pm **Conference Registration & Information Booth Open**
West Lounge

7:30 am – 8:45 am **Networking Breakfast (Meal Ticket Required)**
Grand Ballroom

9:00 am – 10:15 am **Tuesday Morning Plenary**
Grand Ballroom

Sponsored by: Xcalibur

Presentation of the Community Partner of the Year Award

Ranjit Sidhu, President & CEO, National Council for Community and Education Partnerships

Keynote Speaker:

Bill Strickland, Speaker, Founder, and Executive Chairman of Manchester Bidwell

10:15 am – 10:45 am **Networking Break & Raffle in Exhibit Hall**
Continental Ballroom

10:45 am – 12:00 pm **Tuesday Morning Concurrent Sessions**

SESSION #55

The 7th Inning Stretch: Using Teamwork to Make the College Dream Work

Franciscan A

GEAR UP works tirelessly to help students become college and career ready. This work continues at the college level to aid in retention and persistence. This presentation will give participants innovative ideas and strategies to serve GEAR UP students during their seventh year and/or first year of college. In particular, the presentation will focus on the key elements to a successful First-Year Experience program, with particular attention given to potential first-year student roadblocks and the tools to overcome them.

Learning Objectives:

1. Understand the history and importance of a comprehensive First-Year Program/Experience.
2. Develop ideas on how to tailor First-Year Program/Experience programs toward students' needs.

Joanna White, Program Director, GEAR UP Connecticut, Manchester, CT

SESSION #56

How to Plan the Best Field Trip Ever

Franciscan B

Field trips are great ways to reinforce what students learn in the classroom while offering them an active learning experience that exposes them to new ideas. In this session, educators will learn different techniques and strategies to plan and implement student field trips. Field trips are defined as group visits to college campuses, job sites, museums, historical landmarks, or other cultural/educational sites. Attendees will leave with materials to guide in pre- and post-planning of the event, such as planning checklists and trip location ideas. It will also outline the importance of coordinating with classroom teachers, school leaders, and students themselves for the best learning experience outside of the classroom. Participants will collaborate to think of not only where to take students, but also the best ways to organize and document the benefits of the trip.

Learning Objectives:

1. Create a checklist for field trip planning.
2. Learn ways to maximize the benefits of the trip, not only for students but also for GEAR UP grants.
3. Develop field trip ideas for each participant through discussion.

Leslie Hemphill, Education Coordinator, Eastern Oklahoma State College GEAR UP, Poteau, OK; **Bethany Hicks**, Education Coordinator, Eastern Oklahoma State College GEAR UP, McCurtain, OK; **Rachael Ranallo**, Education Coordinator, Eastern Oklahoma State College GEAR UP, Eufaula, OK

SESSION #57

me3: A College and Career Readiness Tool to Explore Postsecondary Passion

Franciscan C

In this interactive session, we will explore me3, a free college and career readiness tool that includes a quick, visual career interest inventory. The results are provided to users with the careers through scores that are most similar to their individual results based on U.S. Department of Labor data. The me3 tool also allows users to comprehensively investigate Arizona State University majors that can be paired with their individualized career results. Session participants will take the me3 quiz and discuss effective strategies with peers to gain an understanding of how to best incorporate me3 into existing college and career programming.

Learning Objectives:

1. Gain an understanding of the research behind the design of me3 and how the tool can be implemented with students to explore postsecondary planning and track their progress toward college admission.

2. Experience the interactive me3 online tool designed to explore career matches and associated college majors based on Realistic, Investigative, Artistic, Social, Enterprising, and Conventional (RIASEC) scores.
3. Identify and discuss with peers effective strategies to incorporate me3 into existing college and career readiness efforts at all GEAR UP grade levels.

Jennifer Murphy, Ph.D., Program Director, Faculty, Arizona State University, Tempe, AZ; **Sylvia Symonds**, Associate Vice President, Educational Outreach and Student Services, Arizona State University, Tempe, AZ

SESSION #58

How Eastern New Mexico University-Roswell GEAR UP Uses Texting to Improve Student Outcomes *Union Square 19/20*

Educators who use text messaging to engage students are more likely to see their students excel when it comes to matriculation rates, GPA, retention rates, and more. In this session, Eastern New Mexico University-Roswell GEAR UP will share how they successfully nudged students with texting to improve student outcomes. These results are proven by research and program data. This presentation will equip participants with the tools and skills they can utilize to guide their own students to college success effectively.

Learning Objectives:

1. Understand how texting can be effective, especially among low-income, underrepresented students.
2. Learn how Eastern New Mexico University-Rosewell GEAR UP educators implements texting across their organization.
3. Examine best practices and tips for implementing texting.

Mike Gomez, Director, GEAR UP Program, Eastern New Mexico University-Roswell, Portales, NM; **Arianna Hartmann**, Senior Director of Customer Success, Signal Vine, Alexandria, VA; **Nanci Riggs**, Outreach Coordinator, Eastern New Mexico University-Roswell, Portales, NM

SESSION #59

Flexin' on the 'gram: Leveraging Social Media and Data Utilization to Share GEAR UP Stories *Franciscan D*

Social media is the most efficient and cost-effective marketing tool of our time. In order for GEAR UP Programs to market themselves effectively to a wide audience of students, community members, and stakeholders, a strategic approach utilizing this tool is necessary. This interactive session will explore strategies to leverage social media and data utilization to brand and market GEAR UP programs, to create content that is interesting, fun, and engaging, and to increase program visibility among all stakeholders.

Learning Objectives:

1. Identify and discuss strategies for using data to improve a program's social media presence.
2. Experience strategies to help effectively craft a social media message.
3. Demonstrate knowledge of the different social media platforms, their respective target audiences, and how to craft messages appropriate for each social media platform.

Dalton Allen, Site Coordinator, GEAR UP Topeka: Highland Park Cluster, Lawrence, KS; **Hilary Cook-Borg**, Graphic Designer, University of Kansas Center for Educational Opportunity Programs, Lawrence, KS; **Meghan Ecker-Lyster**, Ph.D., Director, University of Kansas Center for Educational Opportunity Programs, Lawrence, KS; **Laura Kingston**, Communications Specialist, University of Kansas Research, Evaluation and Dissemination, Lawrence, KS; **Tonya Waller**, Ed.D., Director: GEAR UP Topeka, GEAR UP Topeka: Highland Park Cluster, Lawrence, KS

SESSION #60

GEAR UP Iowa Works: Outcomes and Strategies for Building an Effective Evaluation Plan

Union Square 22

Join GEAR UP Iowa for an information-packed session to learn about what has worked (and has not worked) in GEAR UP Iowa 1.0 and 2.0. Presenters will share positive, exciting outcomes from systematic research of the program as well as methods participants can use to replicate GEAR UP Iowa's research design. Presenters will also describe the development of the comprehensive evaluation plan. Attendees will learn how to build critical components of an evaluation plan, including a logic model, research questions, and data analysis plans which provide accountability for their evaluation team, document outcomes, and produce clear communication to stakeholders. Participants will engage in a discussion of individual program evaluation efforts and brainstorm strategies to examine attendees' own programs.

Learning Objectives:

1. Gain knowledge of processes to create a continuous and systematic evaluation plan.
2. Develop an understanding of how outcomes can be presented from two different large grants.
3. Learn practicable strategies to implement in your evaluation efforts.

Laura Ingleby, Ph.D., Statistical Research Analyst, Iowa College Aid, Des Moines, IA; **Wade Leuwerke**, Ph.D., GEAR UP IA Research and Training Director, Iowa College Aid, Des Moines, IA

SESSION #61

Developing Student Ownership: An Equitable and Sustainable Approach to Elevating Student Achievement

Continental 7

True success in education requires that students go beyond just participating or understanding in school—they must own their learning. Students who own their learning can state what they are learning and why, explain how they learn best, articulate when they are learning and when they are struggling, and understand their role in any academic setting. This means giving all students the authority, capacity, and responsibility to own their learning. This session is designed to encourage high-level participation and engagement with modeled instructional strategies that can be immediately implemented in classrooms. Participants will delve into, discuss, and share their understandings and action plans to develop student ownership.

Learning Objectives:

1. Examine research-based practices that foster the development of student ownership in curriculum, instruction, assessment, and climate.

2. Analyze the correlation between increased student ownership and increased student achievement and then reflect on current practices that develop student ownership to determine areas of need.
3. Create an action plan that gives all students the authority, capacity, and responsibility to develop ownership of their learning.

Robert Crowe, CEO and Instructional Coach, Elevated Achievement Group, Long Beach, CA; **Jane Kennedy**, CFO and Instructional Coach, Elevated Achievement Group, Baltimore, MD; **Summer Steele**, Director, GEAR UP, California State University San Bernardino, GEAR UP Program, San Bernardino, CA

SESSION #62

Digging Into Data - What We've Learned from Six Years of GEAR UP

Union Square 23/24

Now that you are at the end of a grant, what are your main questions about what you accomplished? How can you answer them? In this session, GEAR UP 4 LA will present results of a summative evaluation of a two-cohort GEAR UP partnership grant. Presenters will examine a multitude of questions: What percent enrolled in college? What percent persisted? How did service participation impact college enrollment? How did timing of service provision relate? Did educational expectations or academic achievement change? When? Why? Attendees will hear about a variety of analysis frameworks and data sources included and work on planning their own summative evaluation.

Learning Objectives:

1. Understand multiple frameworks for analyzing program outcomes using a variety of data sources and methods, and discuss tradeoffs associated with each.
2. Discuss specific questions that stakeholders would like to answer about their program's achievement and data required to answer those questions.
3. Develop summative analysis strategies to determine answers to the key GEAR UP question "Did it work?"

Lois Bramwell, Project Director, GEAR UP 4 LA, Los Angeles, CA; **Keren Brooks**, Chief Research Analyst, CoBro Consulting, San Diego, CA

SESSION #63

Student School and Career Engagement: A Community Generated Measure

NOB Hill 2/3

The value of student engagement is a well-documented measure that predicts students' academic (e.g., GPA and high-stakes testing) and behavioral (e.g., attendance and retention) outcomes. The University of Oklahoma has gathered a team of researchers and evaluators to design a student-friendly school and career engagement instrument that schools and projects can use to understand their school community better. This session will include free access to a web-based tool that participants can use with their schools.

Learning Objectives:

1. Explore the value of a student engagement metric as a student measure for both formative and summative evaluation purposes.

2. Reflect on the design, development, and reliability of the K20 Inventory of Student School and Career Engagement (KISSCE) for measuring engagement in a high-poverty middle school.
3. Interact with sample data to assess how schools and grants could utilize engagement data to generate change.

Aaron Coffey, Data Systems Engineer, The University of Oklahoma, Tulsa, OK; **Benjamin Heddy**, Ph.D., Assistant Professor of Educational Psychology, The University of Oklahoma, Norman, OK; **Jackie Mania-Singer**, Ph.D., Director of Research & Evaluation, The University of Oklahoma's K20 Center, Norman, Oklahoma; **Robert Terry**, Ph.D., Professor of Psychology, The University of Oklahoma, Norman, OK; **Scott Wilson**, Director of Innovative Learning, The University of Oklahoma 's K20 Center, Norman, OK

SESSION #64

Best Practices for STEM Activities Within GEAR UP Partnerships

NOB Hill 4/5

Developing an innovative and rigorous STEM program can be overwhelming for anyone who wants to empower students with 21st century skills. In this discussion-based session, participants will gain a greater understanding of STEM programs; learn how to use resources available through university and community partnerships; and learn how to develop effective STEM activities that will provide rigorous, content-based alignment, and 21st century skills/experiences to all GEAR UP students. Participants will be provided with a tool-kit on how to create a STEM agenda and will work collaboratively to share ideas, network, and provide feedback on STEM activities.

Learning Objectives:

1. Gain an understanding of STEM initiatives/programs.
2. Learn about STEM program services available through university and community partnerships.
3. Develop the capacity to implement an effective and innovative STEM program.

Evangelina Blanco, UTRGV GEAR UP Science Content Coach, University of Texas Rio Grande Valley College in ACTION GEAR UP Grant, Edinburg, TX; **Norma Jean De Leon**, University of Texas Rio Grande Valley College in ACTION GEAR UP Math Content Coach, University of Texas Rio Grande Valley College in ACTION GEAR UP Grant, Edinburg, TX; **Sofia Pena**, University of Texas Rio Grande Valley GEAR UP in ACTION Grant Director, University of Texas Rio Grande Valley GEAR UP in ACTION Grant, Edinburg, TX

SESSION #65

Cultural Values and Effective Financial Education

Continental 8

Personal and cultural values play a key role in financial attitudes and behaviors. Effective financial education should include an exploration of the underlying values and beliefs that color individual financial decisions. In this session, participants will learn key strategies to help teens uncover their own values, changing intuitive choices to intentional money management decisions. Attendees will also brainstorm with colleagues how to help teens learn how to have productive, nonjudgmental financial conversations with peers and family members.

Learning Objectives:

1. Explore the role of cultural, social, and family values and beliefs on economic behaviors.
2. Practice using online research-based tools to examine personal values and beliefs.

3. Examine activities and performance-based assessments designed for students to uncover how their personal values and beliefs impact everyday financial decisions.

Kimberly Roy, Manager Youth Program, National Endowment for Financial Education, Denver, CO

SESSION #66

Roadmap for College: Student-Centered Strategies for Purposeful Decision-Making

Union Square 17/18

Awareness. Empowerment. Intentionality. Too often, students see college as an object to be chosen, not a vehicle that can transport them to a different place in the future. In fact, many arrive on college campuses without a true sense of purpose. This discussion-based, interactive workshop will equip participants with relevant teaching tools that will create a greater sense of intentionality as students contemplate their future options. Participants will learn the five elements that define a good college fit and be coached on how to guide their students through a higher level of self-awareness as they contemplate their postsecondary opportunities.

Learning Objectives:

1. Identify and implement the five elements of a good college fit.
2. Discuss strategies and best practices for engaging students in reflective exercises that produce greater focus and a stronger sense of purpose in their educational decision-making.
3. Examine the dynamics of student-centered counseling through role-play activities.

Peter Van Buskirk, Director of Student Advocacy, Revolution Prep, Lancaster, PA

SESSION #67

Shifting School Culture: Planning for Success

Plaza A

In this facilitated dialogue, participants will understand the importance of a planning process with their schools and will leave the session with an action planning template. Participants will demonstrate knowledge of GEAR UP Maine's school action planning template to use with the schools they work with and internally with their colleagues and/or staff; understand the importance of using a planning tool for implementing and overseeing activities that utilize GEAR UP funds in multiple schools; engage in an interactive activity to reflect on their grants action planning process; and apply GEAR UP ME's strategy within their grant.

Learning Objectives:

1. Demonstrate knowledge of GEAR UP ME's School Action Planning template to use with the schools they work with and internally with their colleagues and/or staff.
2. Understand the importance of using a tool for implementing and overseeing activities that utilize GEAR UP funds in multiple schools.
3. Engage in an interactive activity to reflect on their grants action planning process and apply GEAR UP ME's strategy within their grant.

Mary Callan, Director, GEAR UP Maine/Syntiro, Readfield, ME; **Eleni Margaronis**, GEAR UP Maine Program Coordinator, GEAR UP Maine/Syntiro, Portland, ME

SESSION #68

Leveraging GEAR UP for System Transformation

Union Square 15/16

As the social, economic, and political conditions worsen for many of our most marginalized communities, GEAR UP must be leveraged to disrupt unjust practices in education. This leverage requires intent, mindfulness, innovation, and a willingness to step back. By employing grassroots organizing strategies, arts-based engagement, and root-cause analysis, participants will challenge each other to identify, reflect upon, and ultimately change the hidden mindsets and practices that may perpetuate the status quo. Come prepared for spirited dialogue, mindful strategies, and the best practices.

Learning Objectives:

1. Demonstrate knowledge of the key components of change management that support system transformation.
2. Identify and discuss system and organizational behaviors that serve as barriers to the change process.
3. Challenge ourselves and each other, through dialogue and group activities, to identify, reflect upon, and change mindsets and practices that may perpetuate the status quo.

Angela Nusom, Ed.D., Assistant Director, College & Career Readiness, Portland Public Schools, Portland, OR

SESSION #69

Taking the Plunge: Tangible Strategies and Activities for the Transition to High School

Imperial B

Attendees will learn about best practices for an intensive 8th to 9th summer program that engages students to explore their vision for future academic success and social/emotional satisfaction in high school and beyond. Presenters will highlight on-track rates, algebra passing rates, behavior, attendance, and grades; showcase relevant curriculum in literacy, math, and counseling; and integrate parent programs into this transition year. Attendees will experience community building activities, using growth mindsets that foster students' sense of belonging and academic mastery. Attendees will leave ready to replicate proven strategies from this interactive session.

Learning Objectives:

1. Interact with data demonstrating that participating students are significantly more likely to stay on-track, graduate on time, and enroll in college.
2. Explore relevant and engaging curricula and experiential educational activities which incorporate growth mindsets and students' critical thinking skills.
3. Replicate and adapt 9th grade on-track resources from this proven GEAR UP Program to individual programs in other areas of the country.

Susan Garr, Professional Development Manager, Center for College Access and Success/Northeastern Illinois University, Chicago, IL; **Aniseto Rangel**, Senior Program Manager, Center for College Access and Success/Northeastern Illinois University, Chicago, IL; **Wendy M. Stack**, Ph.D., Associate VP and Executive Director Center for College Access and Success and Chicago GEAR UP, Northeastern Illinois University;

Esperanza Valle, Parent Mentor, Center for College Access and Success/Northeastern Illinois University, Chicago, IL

SESSION #70

Making the Most of National GEAR UP Week

Continental 9

With tightening federal, state, and local budgets, it has never been more important to let the world know the great work GEAR UP is doing. With National GEAR UP Week (September 23–27, 2019) approaching, are you wondering about what you are going to do? Do you have some ideas you would like to expand upon? Worry not! Attend this session to get up to speed and have your site ready to go for National GEAR UP Week. The session will feature practical ideas, strategies, and examples of activities attendees can organize with just a little bit of advance planning. Colorado GEAR UP will feature some planning tools and materials to help participants along the way, too. Attendees will also self-select into small groups to share ideas across a range of activities from the schoolhouse to the state house.

Learning Objectives:

1. Understand the rationale and benefits of participating in National GEAR UP Week.
2. Explore how to incorporate National GEAR UP Week into busy schedules.
3. Brainstorm and plan activities with peers.

Meghan Cave, Director of College Pathways and Communications, Colorado GEAR UP, Denver, CO; **Emily Jeffries**, Associate Director of Government Relations, National Council for Community and Education Partnerships, Washington, DC; **Lesli Yogi**, Communications and Engagement Specialist, GEAR UP Hawai'i, Honolulu, HI

SESSION #71

Cheap and Easy: Tools of the Trade

Imperial A

In this session, presenters will share tools and programs that are impactful and replicable to increase college and career awareness and readiness for GEAR UP students. The session is designed to shorten the learning curve for new GEAR UP coordinators and to re-energize seasoned coordinators with new ideas. Participants will experience sample activities which provide an understanding of the tools being shared. Presenters will provide an overview of a variety of programs as well as a toolkit with everything attendees will need to implement the programs for their students successfully.

Learning Objectives:

1. Experience interactive activities designed to teach GEAR UP students college and career readiness.
2. Demonstrate understanding of programmatic elements needed to implement programs successfully.
3. Demonstrate knowledge of key steps to utilize a toolkit to implement quality college and career readiness programs.

Monica Lee, Executive Director, McNair Educational Foundation, Forest City, NC; **Sarah McKinney**, Operations Manager, McNair Educational Foundation, Forest City, NC

12:15 pm – 1:00 pm

Networking Lunch
Grand Ballroom

1:00 pm – 2:00 pm

Tuesday Luncheon Plenary
Grand Ballroom

Sponsored by: iTutor

Presentation of the GEAR UP Family Leader of the Year Award

Ranjit Sidhu, President & CEO, National Council for Community and Education Partnerships

Keynote Speaker:

Jeannette Walls, Author

2:15 pm – 3:30 pm

Tuesday Afternoon Concurrent Sessions

SESSION #72

Access to Practice: Official SAT Practice Pays Off for GEAR UP

NOB Hill 6/7

Official SAT Practice has engaged millions of students across the country, including those that are the closest to GEAR UP's mission. This presentation will include a panel of GEAR UP professionals who implemented Official SAT Practice on Khan Academy, a free platform with personalized practice for the SAT. Participants will hear success stories, best practices, and barriers to implementation that may help in the adoption of Official SAT Practice. Students who use official SAT Practice will be eligible to earn money for college through the College Board Opportunity Scholarships, which will award \$25 million dollars to students over the next five years. Join this session as presenters explore how practice pays off for students on the path to college!

Learning Objectives:

1. Learn best practices for Official SAT Practice implementation in GEAR UP programs.
2. Discover how to bring Official SAT Practice to students and connect them to College Board Opportunity Scholarships.
3. Understand strategies on how to reach students through the scholarships program and Official SAT Practice

Lacey Allen, Associate Director, Scholarships Strategy, College Board, New York, NY; **Alex Chough**, Vice President of Government Relations, National Council for Community & Education Partnerships, Washington, DC; **Dennis Robillard**, Director, Assessment and Accountability, Rochester Institute of Technology GEAR UP, Rochester, NY; **Lani Willmar**, Associate Director of College Admissions, College Crusade of Rhode Island, Providence, RI

SESSION #73

Using Postsecondary Enrollment Data for Program Impact

Continental 7

Increasingly, high schools and school districts are exploring how their efforts have prepared students for a future beyond high school graduation. This session builds on the previous work of Todd Nolt, Director of Analytics and Evaluation at Vela Institute, and his efforts to make National Student Clearinghouse (NSC) data accessible and a formative component of GEAR UP programs. This presentation partners with Watauga County Schools to discuss steps taken to translate the NSC student detail report into actionable insights used by schools and the district leadership team. This presentation will include interactive data analysis and real world examples of how one district is using postsecondary data to impact district planning and service delivery. Participants will explore the importance of gathering identifiable student-level postsecondary data and how it can be used and shared with school leaders.

Learning Objectives:

1. Understand the importance of obtaining student level postsecondary enrollment reports from the National Student Clearinghouse as compared to aggregate reports.
2. Learn strategies to effectively engage school system leadership and principals in discussions of student outcomes beyond high school graduation.
3. Discover how to use postsecondary outcome data to identify gaps in services and improve student supports.

Paul Holden, Ph.D., Director, Student Services, Watauga County School District, Boone, NC; **Todd Nolt**, Director, Evaluation and Analytics, Vela Institute, Inc., Doylestown, PA; **Laura Turner**, Coordinator, Watauga County School District, Boone, NC

SESSION #74

Breaking Down Barriers to the FAFSA Process With Guidance From Federal Student Aid

Union Square 15/16

In order to prepare students and parents for the Free Application for Federal Student Aid (FAFSA), it is critical to understand the barriers that exist within the process, the support needed for success, and the resources available to navigate the financial aid process. This interactive session will provide federal updates, guidance on common issues, and best practices related to FAFSA completion. Through student scenarios, participants will collaborate and evaluate various situations as well as facilitate an open forum to share experiences and strategies for success. Participants will receive valuable advice on how to take advantage of all materials and support available for working with students and parents in all familial and financial circumstances.

Learning Objectives:

1. Troubleshoot common issues and barriers related to the FAFSA and share strategies to facilitate the financial aid process.
2. Run through various student scenarios and discuss the best practice to advise students through difficult situations.
3. Navigate Federal Student Aid (FSA) tools and resources to discover how to take advantage of all the materials and support offered to students, parents, and college access providers.

Claire Bucknor, Awareness and Outreach Specialist, Federal Student Aid, Washington, DC

SESSION #75

What's in Your Data Collection Toolkit?

Franciscan B

Do you have a seamless interactive way to track submission of all GEAR UP data in one place? If your answer is "No," come to this session! During this facilitated dialog, participants will be able to explore data collection tools for documentation and communication around possible data pitfalls, gain insight into building in establishing an organized internal infrastructure for data collection, and engage in an interactive experience regarding data collection protocol.

Learning Objectives:

1. Acquire data collection tools that allow for documentation and communication around data pitfalls.
2. Gain insight into building an organized internal infrastructure for effective data collection.
3. Engage in the data collection protocol through an interactive experience.

Alyssa Cropley, Data Assistant, GEAR UP Maine, Readfield, ME; **Julie Jaramillo**, Director of Data Quality & Analytics, Xcalibur, Rio Rancho, NM; **Rebecca Young**, Data Manager, GEAR UP Maine, Readfield, ME

SESSION #76

Brain STEM: Innovate Classroom Instruction and Inspire Kids to Find their Brilliance in STEM

Franciscan A

Do you see teachers struggling to reach students in math and science courses? If so, experience a workshop that will, without a doubt, inspire you to collaborate with teachers and schools to enact changes in STEM-related courses. In this workshop, participants will learn about ways to innovate classrooms into dynamic learning environments; collaborate with teachers to deliver motivating, effective, and engaging instruction; and empower youth to take action and find their brilliance.

Learning Objectives:

1. Learn about the impact of using Culturally Responsive Pedagogy (Ladson-Billings, 2014) in STEM curricula on GEAR UP students to create classrooms conducive for student learning and empowerment.
2. Understand how to change traditional approaches in the field of teaching.
3. Experience an inquiry-based experiment in STEM that promotes team-oriented collaboration, three-dimensional learning, and strength-based approaches, which can be utilized to highlight brilliance and build up resiliency in GEAR UP students.

Latisha Avery, GEAR UP Program Manager, School District of Philadelphia, Philadelphia, PA; **Nicholas Bell**, Founder of BRAIN STEM, Cool Speak, Philadelphia, PA; **Lillian Rivera**, GEAR UP Program Manager, School District of Philadelphia, Philadelphia, PA

SESSION #77

STEM Innovation Camp: Using Agile Methods to Develop Agile Minds

Union Square 19/20

This interactive workshop will guide participants through an innovative, project-based STEM Camp model that challenges students to wrestle with a real societal issue: feeding 10 billion people by 2050.

Indiana GEAR UP team will facilitate interactive activities used at STEM Innovation Camp to promote systems thinking. Learning experiences to practice and apply Agile methods, often used in software development, to authentic service-learning projects will also be explored. Finally, the workshop will use reflection as a vital activity and demonstrate the power in STEM-related service learning.

Learning Objectives:

1. Guide participants through an innovative project-based STEM Camp for GEAR UP students.
2. Engage in STEM Camp activities used to promote systems-thinking.
3. Learn, practice, and apply Agile tools to authentic service-learning projects.

Virginia Bolshakova, Ph.D., Director of Out-of-School Programs Indiana GEAR UP, West Lafayette, IN; **Joshua Faith**, Regional Director, Indiana GEAR UP, New Albany, IN; **Bill Reed**, Regional Director, Indiana GEAR UP, Indianapolis, IN; **Jean Trusedell**, Regional Director, Indiana GEAR UP, Indianapolis, IN

SESSION #78

From Inquiry to Action: The Power of Questions

Franciscan D

Is there really a right way to build a survey and ask questions? The answer is "yes." The field of survey research provides a number of ways to design a survey, construct meaningful questions, collect useful data, and effectively share results. This interactive session will take coordinators and specialists from the process of initially developing a question to reviewing and sharing the results. The session will also include hands-on activities and provide resources that will allow for the creation of surveys that effectively support student outcomes and allow for impactful, data-driven decisions to be made.

Learning Objectives:

1. Become aware of the development of good survey questions.
2. Create effective survey questions to improve event, student, and parent survey outcomes.
3. Work through a structured activity and gain knowledge about effective storytelling using both open-ended and quantitative results.

Shawn Bergman, Ph.D., Professor and Director, Appalachian State University, Center for Analytics Research and Education, Boone, NC; **Andrea Reubens**, GEAR UP Assistant Director of Program Evaluation, GEAR UP Appalachian State University, Boone, NC

SESSION #79

What First-Generation College Students Need to Succeed: Voices from First-Year College Students in Appalachia Kentucky

Franciscan C

First-generation students are challenged by a lack of financial resources, academic preparedness, and cultural conflicts between home and the college community. Berea College Partners for Education has successfully implemented GEAR UP Partnership programs for twenty years and is currently operating six projects in differing years of funding-progression. Through this work, they have learned college access and success is a multidimensional issue, particularly for students who are first-generation from rural Appalachia. Facilitated by the panel directly involved in the research or implementation of the project, this presentation will highlight findings from 2017 and 2018 GEAR UP graduates, using a combination of

data analysis and gleanings from focus groups and interviews. This session will include individual reflection on key questions, small group discussion, and sharing out.

Learning Objectives:

1. Gain a greater understanding of the college-going experiences of Appalachian students, learning directly from students' voices.
2. Discuss ways to modify and adapt practices for other rural or urban environments.
3. Learn lessons from those with twenty years of experience successfully implementing GEAR UP Partnership programs.

Heather Davis, Assistant Director, Eastern Kentucky University, Richmond, KY; **Judy Kim**, Ph.D., External Evaluator, Evaluation Consulting Group, Chicago, IL; **Wendy Nealy**, External Evaluator, Evaluation Consulting Group, Cincinnati, OH; **Sara White**, Director of Programs, Berea College, Berea, KY

SESSION #80

Stop, Before You Develop New Resources! College & Career Counseling for the Middle School

Union Square 23/24

Since students have so many college and career options, it is possible for counselors to feel overwhelmed to provide the right information. Counselors are always looking for ways to help students and parents navigate through the college and career pathways, especially at the middle school level. The Region One GEAR UP Partnership has developed a unique way to help counselors with college and career pathways using an online platform. This session will include a menu of ready-to-use college readiness tools that will be helpful for counselors and college access facilitators. Participants will navigate various online resources to help students with college and career decisions.

Learning Objectives:

1. Explore several resources for GEAR UP program compatibility.
2. Learn how to support streamlined student pathways to postsecondary and career success.
3. Identify and discuss with peers strategies to effectively counsel students in possible career and college pathways.

Joe Castillo, Education Specialist, Region One Education Service Center, Edinburg, TX

SESSION #81

Student Events: How to Keep the Process Pain Free and Organized

Union Square 17/18

In this presentation, California State University, San Bernardino will explore an events process that has become a crucial component of their programming, organization, and budgeting plan. When staff plan activities, compliance and justification are the foundations to approval for each plan. Through their events process, they express how they are more organized and able to track the progress from beginning to end more easily. The format has been created to be user-friendly and serves a multitude of purposes including monthly reports, event planning, compliance, and program evaluation. Participants will have the opportunity to work on their own plan and tailor it to their program needs.

Learning Objectives:

1. Review an events process that supports multiple staff to track upcoming events/activities in an easy and user-friendly format.
2. Discuss and share successful events and ideas that are low-cost and compliant with GEAR UP regulations.
3. Create additional items to be added to a more personalized events form that can be tailored to their own programs and grants.

Samantha Cannon, Site Coordinator, California State University, San Bernardino, San Bernardino, CA;
Karina Martinez, Student Events Manager, California State University, San Bernardino, San Bernardino, CA;
Luis Portobanco, Office Manager - Budget & Cost Share Analyst, California State University, San Bernardino, San Bernardino, CA

SESSION #82

Growth Mindset: Maximizing Your Potential

Continental 8

Come explore the research of Dr. Carol Dweck at Stanford University on growth mindset and learn how it can be applied to help your students set and achieve bold goals. Through simple but powerful exercises such as sketching self-portraits and telling short stories, any teacher can quickly help students grasp their potential for improvement. In this session, participants will discover three activities that can be deployed in the classroom to teach students about the power of their mindset with respect to learning outcomes and personally learn more about how to change their own mindset.

Learning Objectives:

1. Understand how your student can learn to work more effectively towards success in a low-stress environment.
2. Learn ways to help your student get comfortable setting and achieving ambitious goals.
3. Identify strategies to foster a growth mindset in your student, so that they seek challenges rather than avoid them.

Carrie Finsilver, Director of School Partnerships, Revolution Prep, Santa Monica, CA

SESSION #83

Power Up Your GEAR UP

Continental 9

Learn how to empower, brand, and implement a high-powered GEAR UP program! In Texas, the district, principal, coordinator, educators, students, families, and community have fully embraced GEAR UP, and the presenters are excited to share how that happened through a "boots on the ground" point of view. Attendees will learn about four crucial Power Keys to a successful GEAR UP Program: planning, communication, relationships with educators and stakeholders, and campus environment. Learn how the four Power Keys enhanced a GEAR UP campus, including obtaining match, engaging families, and how you can use the keys on your campus.

Learning Objectives:

1. Explain how the four Power Keys, working in unison, create a strong GEAR UP presence.
2. Create an action plan from the presentation to use and apply to a GEAR UP program.
3. Explore match opportunities found in the four Power Keys.

Megan Mossman, GEAR UP Coordinator, University of Texas Institute of Public Initiatives, San Marcos, TX; **Rose Pearson**, Principal, San Marcos Consolidated Independent School District, San Marcos, TX

SESSION #84

Repurposing Our Schools to Meet the Needs of Our 21st Century Workforce

NOB Hill 2/3

The automatization of the workforce will require current youth to adapt to a global economy for careers that do not currently exist. It is the responsibility of educators to prepare students to meet the changing demands of the global economy. Students need to be challenged beyond the traditional metrics of academic success. At the Anaheim Union High School District, Collaboration, Communication, Critical Thinking, Creativity, and Character/ Compassion (5Cs) are the drivers to democratize the preparation of *all* students for college, career, and life readiness. Through this facilitated discussion, attendees will engage in the 5C's and learn about the integration of 5C's within the classroom and college partners, including the Anaheim Union Educational Pledge Activity Matrix.

Learning Objectives:

1. Understand and identify instructional shifts of traditional metrics that need to occur not only beyond accessing college but to also thrive in college & in careers.
2. Understand the Anaheim Union High School District journey on how the 5C's support the democratization of college and career access within Anaheim Union High School District.
3. Understand the importance of 5Cs as they relates to college, career, and life success.

Kaiti Childers, Teacher, Anaheim Union High School District, Anaheim, CA; **Jaron Fried**, Ed.D., Assistant Superintendent, Anaheim Union High School District, Anaheim, CA; **Oscar Garcia**, GEAR UP Coordinator, California State University, Fullerton GEAR UP, Fullerton, CA; **Honee Herrera**, GEAR UP Coordinator, California State University, Fullerton GEAR UP, Fullerton, CA

SESSION #85

Setting the Groundwork for GEAR UP Coordinators (Part 1)

Plaza B

As part of NCEP's commitment to building a professional learning system for GEAR UP, we are excited to offer this double-feature for new GEAR UP coordinators! Across two afternoon sessions (2:15-3:30 PM and 4:00-5:15 PM), attendees will have a chance to engage with one another to hone communication and collaboration skills. These skills are especially critical for coordinators, who are key players in building and maintaining relationships with partners and stakeholders for successful program implementation and, ultimately, student success. During these hands-on, back-to-back sessions, learn strategies to strengthen your skills through peer-to-peer activities and self-reflection.

Learning Objectives:

1. Recognize importance of clear messaging for specific purposes.
2. Identify methods of communication and appropriate applications.

Amy Colton, Senior Consultant, Learning Forward, Ann Arbor, MI; **Katie Hill**, Ph.D., Associate Director of Programs, National Council for Community and Education Partnerships, Washington, DC; **Betty Paugh**

Ortiz, Vice President of Programs, National Council for Community and Education Partnerships, Washington, DC

SESSION #86

NCCEP/GEAR UP Directors' Meeting

Imperial A/B

As is customary at NCCEP events, the NCCEP team will be convening the GEAR UP leadership community to discuss issues related to our association, government relations, and national initiatives. Due to space constraints, this invitational meeting will be limited to a GEAR UP Project Director and/or Principal Investigator from each grant's fiscal agent, and one guest of their choice. Following this meeting, there will be a short break so that guests can join other sessions and Directors can make their way to the peer-to-peer meetings.

3:30 pm – 4:00 pm

Networking Break & Raffle in Exhibit Hall

Continental Ballroom

4:00 pm – 5:15 pm

Tuesday Afternoon Concurrent Sessions

SESSION #87

Meeting the Challenge of Preparing All Students for College and Career Readiness

Franciscan A

College and career readiness along with tackling the barriers to postsecondary degree completion are key topics across America today. In this session, participants will have the opportunity to actively engage in identifying college preparation and completion roadblocks for underrepresented students, while examining key soft skills and instructional strategies to mitigate these challenges. We will also share the BERG Group's research of a seven-year college readiness initiative in Washington state, including the perspective of a superintendent and high school principal whose GEAR UP schools participated in the study. Finally, presenters will share ideas for replicating the study's data points.

Learning Objectives:

1. Identify and discuss how roadblocks and barriers might be eliminated to ensure college readiness across a campus.
2. Identify key instructional strategies to support eliminating those roadblocks.
3. Acquire knowledge about the College Readiness Initiative research in Washington state to inform their own tracking of data around school-wide college readiness.

Susan Bergman, Washington State AVID Director, Advancement Via Individual Determination, Burlington, WA; **Laurel Browning**, Superintendent of Burlington Edison School District, University of Washington, Burlington, WA; **Todd Setterlund**, Executive Director of Learning and Communications, Burlington-Edison School District, Burlington, WA

SESSION #88

Every Story Matters: Connecting and Mobilizing GEAR UP Students, Parents, and Educators

Union Square 22

When students, parents, and educators discover that their voice matters, a powerful upward movement of student success is born. As educators, how do we bring together and mobilize three key groups in our GEAR UP community? By helping students, parents, and educators build and share their own stories. In this session, participants will explore tools developed by the PLUS ME Project and used by GEAR UP 4 LA to connect and inspire students, parents, and educators. Participants will also learn strategies to develop personal narratives and to engage students, parents, and educators in advocacy.

Learning Objectives:

1. Develop an outline on how to engage students, parents, and educators to advocate and build a student success movement.
2. Identify ways storytelling can connect their students, parents, and educators.
3. Experience tools and take away strategies to develop personal narratives.

Beth Bythrow, Board Member, PLUS ME Project, PLUS ME Project, Los Angeles, CA; **Janicia Centeno-Castillo**, Program Manager, GEAR UP 4 LA, Los Angeles, CA; **Richard Reyes**, Executive Director, PLUS ME Project, The PLUS ME Project, Los Angeles, CA;

SESSION #89

Three Data Visualizations that Will Change Your Reports

Union Square 17/18

Do your data visualizations need some help? Are you tired of using the same old bar or pie charts? This workshop will help you bring new life to your data visualizations. As a group, participants will discuss ways to display survey results and categorical data, progress towards goals, and changes over time using diverging bar, overlapping bars, and slope graph charts. Participants will have the opportunity to discuss the pros and cons of each of these chart types. In addition, attendees will review data visualizations using a checklist to evaluate key chart components. Participants will leave with additional resources for enhancing your data visualizations.

Learning Objectives:

1. Learn when it is best to use a diverging bar chart, overlapping bar chart, and a slope graph.
2. Analyze data visualizations using a checklist to evaluate key chart components.
3. Identify data visualization resources which support continued learning.

David Jochelson, Project Director, FHI 360, Washington, DC; **Christy King**, Data Coordinator/Internal Evaluator, Pennsylvania's State System of Higher Education, Harrisburg, PA

SESSION #90

Evaluating Vermont's 7th Year Program: Methodology and Findings

Franciscan B

To evaluate Vermont State GEAR UP's program for seventh year students, the presenters have tracked postsecondary enrollment data four years out from high school graduation and interviewed students to hear their perspectives about the program. In this research presentation, presenters will share the process of conducting the study from start to finish (including data collection and analyses), key findings (including postsecondary enrollment, persistence, and completion results), and lessons learned over six years of working with seventh year program data. The session will include interactive discussions of how to modify these methods for participants' own uses as well as how to avoid potential data pitfalls.

Learning Objectives:

1. Demonstrate deeper knowledge of the process of conducting a seventh year program evaluation, including use of National Student Clearinghouse data to track postsecondary education outcomes.
2. Articulate why it is beneficial to include both qualitative and quantitative data in evaluations, especially in the early years of programs.
3. Identify at least three potential pitfalls one might encounter when evaluating a seventh year program and how to avoid or troubleshoot them in their own evaluations.

Kirstin Boehm, Director of Career and Education Outreach, Vermont State GEAR UP, Winooski, VT; **Anna Prescott**, Ph.D., Senior Evaluation and Research Analyst, Vermont State GEAR UP, Winooski, VT

SESSION #91

Engaging in Data and Evaluation Together: A Guided Conversation and Interactive Panel

Franciscan C

Experienced conference attendees are often looking for answers to specific questions about their GEAR UP grant. For these experienced attendees, the answers to these questions most often emerge during dynamic conversations with other experienced GEAR UP professionals. To encourage and foster conversation, this hybrid session will include networking opportunities, guided conversations, and an interactive Q&A panel. Participants will be able to share their specific questions and issues and troubleshoot potential solutions with other experienced evaluators. Attendees will gain the resources and feedback needed to take their evaluation efforts to the next level on their journey to prove GEAR UP's effectiveness.

Learning Objectives:

1. Interact with experienced GEAR UP evaluators and directors to expand professional networks.
2. Discuss evaluation and research questions and concerns specific to the participant's GEAR UP grant.
3. Collaboratively work together to identify, understand, and troubleshoot solutions for addressing common evaluation-related issues and concerns.

Shawn Bergman, Ph.D., Director of Research, Vela Institute/Center for Analytics Research & Education, Boone, NC; **Meghan Ecker-Lyster**, Director of Research, University of Kansas, Lawrence, KS; **Jennica Vincent**, Research & Evaluation Specialist, Oregon GEAR UP, Corvallis, OR

SESSION #92

Federal Toolkit of Resources, Social Media Tips, and Line-by-Line FAFSA Demonstration

NOB Hill 8/9

This interactive session will provide an in-depth review of all the resources on the Financialaidtoolkit.ed.gov website, a line-by-line walk-through of Free Application for Federal Student Aid (FAFSA) demonstration site, and a template of how to integrate the FAFSA application into social media platforms. Participants will actively use their own phones or tablets to explore the resources and participate in an open forum to share best practices and discuss ways to use all the resources they learned to prepare students in all grades for the financial aid process.

Learning Objectives:

1. Navigate Federal Student Aid (FSA) tools and resources to discover how to take advantage of all the materials and support offered to students, parents, and college access providers from FSA.
2. Determine the most effective way to provide an understanding of the financial aid process to students in grades sixth-eighth, ninth-eleventh, and high school seniors.
3. Participate in an open forum to discuss best practices and additional resources needed to facilitate the process.

Claire Bucknor, Awareness and Outreach Specialist, Federal Student Aid, Washington, DC

SESSION #93

Be a Growth Mindset Leader for Your GEAR UP Program

Union Square 15/16

In this workshop, attendees will develop their understanding and work towards the mastery of growth mindset practices in an effort to become better leaders and educators. This session will cover the basics of mindsets before progressing into in-depth programmatic implementation models that attendees can utilize in their programs directly. Attendees will also collaborate with their peers to develop a growth mindset action plan tailored to their student population. Participants will evaluate leadership strategies through the lens of growth mindset, develop effective methods to encourage lifelong learning, and build skills to more efficiently deliver growth mindset concepts to students. This presentation is designed to give GEAR UP professionals the tools they need to build mindset practices into all interventions, interactions, and events for students, staff, and families. Consciously developing these tools can lead students to become life-long learners, a skill that embodies the goals of GEAR UP.

Learning Objectives:

1. Evaluate leadership strategies through the lens of growth mindset.
2. Identify effective strategies to encourage GEAR UP students to become lifelong learners.
3. Develop a specific action plan to implement growth mindset interventions within their GEAR UP program.

Kevin Snyder, Director of Partnerships, Study Smart Tutors, San Francisco, CA

SESSION #94

Out of this World and Inside the Box: Developing Innovative Programming that Meets Federal Guidelines

Union Square 23/24

Campus tours and family engagement programming are stellar; however, do you ever wish there was something more? In this energizing discussion, participants will be able to engage with others about collaborative and strategic approaches that infuse creativity into the standard set of programs, all while meeting federal guidelines. Participants will explore goal alignment strategies to lay the foundation for successful integration of GEAR UP services in schools. Get ready, get set, and GEAR UP for some innovative action!

Learning Objectives:

1. Identify the unique challenges of innovative, creative programming while operating within federal regulations.

2. Collaborate on tips and tools to navigate roadblocks within grant central implementation teams in order to help build better goal-oriented work plan/lesson plans aligned with grant outcomes.
3. Learn and expand upon baseline knowledge of financial compliance - Electronic Data Gathering, Analysis, and Retrieval [EDGAR] system approved, Council on Financial Assistance Reform (COFAR), and Uniform Guidance.

Jody Freeman, District GEAR UP Coordinator, GEAR UP North Carolina Appalachian Partnership, Wilkesboro, NC; **Kate Stucke**, GEAR UP Program Coordinator, GEAR UP North Carolina Appalachian Partnership, Boone, NC; **Amanda Whittington**, Senior Accountant, GEAR UP North Carolina Appalachian Partnership, Boone, NC

SESSION #95

Professional Writing and Publication Tips

NOB Hill 6/7

Rigorous, well-implemented interventions can impact student outcomes, but how do you share your story with other researchers and educators? A great method of disseminating the results of your GEAR UP work is through the process of publication; however, the road to publication can be a long, and sometimes frustrating one. Join this session to learn more about the APA professional writing style, finding suitable journals for GEAR UP publications, ideas on how to prepare a paper, and the submission and revision processes. Topics discussed will include formatting and citation in the APA style, professional writing tips, finding the right journal for submission, common pitfalls to avoid while writing and publishing, and follow-up to the peer review process.

Learning Objectives:

1. Discover how to implement the APA writing style in professional writing.
2. Learn to write cohesive papers as a team.
3. Explore how to match attendees' papers with an appropriate journal while gaining insight into the peer review and revision process.

Thomas Cech, Data Analyst, National Council for Community and Education Partnerships, Washington, DC

SESSION #96

Put Your Head Into It: Brain Science Strategies for Student Engagement

Franciscan D

When it comes to college prep for students, you have to put your head into it! Integrating brain science into your curriculum and workshops can have a dynamic impact on engagement, deeper learning, and overall success. This interactive session combines discussion with hands-on, brain-centered activities to demonstrate innovative strategies for mindful student instruction. Learn techniques discovered through neurological research that engage the brain, providing a lasting impression for a successful transition to college. Discover best practices for incorporating neuroscience into college prep/success curriculum, assessments, and engagement activities. Attendees will walk away with samples of brain-friendly curriculum materials and activities ready to present to students!

Learning Objectives:

1. Create a plan for integrating educational trends and neurological research into program curriculum, student services, and activities.
2. Discover various strategies for engaging students with college prep material, taking into consideration the unique challenges of individual college access programs as well as keeping content meaningful and fresh.
3. Gather insight from other session attendees through a "best practices" share opportunity as well as participate in brain-friendly interactive activities throughout the session.

Aimee Gutowski, Founder & Owner, DreamCatcher Curriculum, DreamCatcher Curriculum, Fayetteville, AR; **Whitney Srsen**, Founder & Owner, DreamCatcher Curriculum, DreamCatcher Curriculum, Fayetteville, AR

SESSION #97

The Ball's in Your Court: Empowering Staff to Maximize Opportunities for Student-Athletes

Union Square 5/6

One of the most underserved and often overlooked populations of students are student-athletes. Student-athletes are faced with a unique set of circumstances that prevent them from realizing their dreams of continuing their education and athletic careers at the collegiate level. This engaging workshop by GEAR UP Philadelphia will teach participants on how to best serve their student-athletes, help attendees become National Collegiate Athletic Association (NCAA) eligibility experts, and how to advocate for the needs of student-athletes. Lastly, participants will leave this interactive session with a framework for college readiness workshops to implement in order to foster self-advocacy among student-athletes and maximize their opportunities.

Learning Objectives:

1. Learn and understand the advantages and challenges a student-athlete will face both in and out of the classroom.
2. Understand the NCAA's new guidelines/regulations for students (e.g., Core GPA, the NCAA sliding scale, NCAA eligibility requirements, etc.).
3. Walk away with a framework of college and career readiness workshops to conduct with your own student-athletes.

Devon Johnson, Program Manager, The School District of Philadelphia, Philadelphia, PA; **Matthew King**, College and Career Coordinator, The School District of Philadelphia, Philadelphia, PA; **Terry Ward**, GEAR UP Program Manager, The School District of Philadelphia, Philadelphia, PA

SESSION #98

10 Effective Events that Create a College-Going Culture for All Budgets

NOB Hill 2/3

In this session, award-winning and college advancement experts will inspire participants in an engaging activity and provide ten new and effective activities that can be conducted during school-wide events. In this workshop, participants will be able to collaborate and share activities that create a college-going culture for the new school year. The presenters will be providing GEAR UP coordinators/facilitators information and resource guides on how to plan events with a small or large grant program.

Learning Objectives:

1. Understand the effectiveness of college-going culture events that target students and parents.
2. Learn to implement college-going culture events using the resource planning guides to organize activities.
3. Demonstrate how to evaluate and create new or established events that are currently successful within participants' campuses using a think-pair-share activity.

Kristina Villarreal, GEAR UP Coordinator, La Joya ISD GEAR UP, La Joya, TX; **Jonathan Medina**, CEO and Founder, Coaching Excellence in Organization, LLC, Harlingen, TX

SESSION #99

Hey Google: How Can Artificial Intelligent Chatbots Support Gen Z GEAR UP Students 24/7?

Golden Gate 5

Artificial intelligence is everywhere and is mainstream in many forms. Alexa, Siri, and Hey Google are now part of our everyday life. This session will demonstrate chatbots created for North Carolina (NC) campuses. The chatbots are helping GEAR UP students navigate the college application and financial aid processes, the transition to college, and gain the tools they need to persist in college. In this session, attendees will engage with the NC chatbots and Michelle Obama's Reach Higher Facebook chatbot. Attendees will learn how chatbots can be leveraged in GEAR UP programs to support Generation Z student communication preferences and streamline staff time answering routine questions.

Learning Objectives:

1. Engage in hands-on learning on how to encourage college-going behaviors with chatbots in GEAR UP services.
2. Learn how chatbots work and how to link GEAR UP services to Generation Z communication preferences.
3. Review research and evidence on the effectiveness of chatbots for reducing summer melt.

Kirk Daulerio, Co-Founder, AdmitHub, AdmitHub, Boston, MA; **Carol Cutler White**, Ph.D., Assistant Professor, Mississippi State University, Starkville, MS

SESSION #100

A Tradition of Parent Engagement Success: Approaches that Work

Union Square 19/20

Family engagement plays a critical role in helping students navigate their way to higher education. This session will provide strategies to engage, retain, and activate parents based on best practices from two nationally recognized programs: the Hispanic Mother-Daughter Program and the American Dream Academy at Arizona State University. Through these programs, families come to understand the importance of understanding the educational system by gaining the tools and confidence to make sure their children have successful academic careers. Collectively, these two programs have served over 44,000 students and families. This session will focus on proven strategies related to successful parent engagement opportunities that involve strong partnerships with schools and communities to help parents become informed and take action.

Learning Objectives:

1. Explore proven family engagement strategies that yield to higher parent participation, increases in parent knowledge, and creation of community among families.

2. Identify factors that hinder family participation and how to address parent concerns (preconceptions of school system).
3. Reflect on current resources within GEAR UP families, communities, or schools to build on as well as create sustainable partnerships, involving community leaders to take action.

Marcela Lopez, Director of School Partnerships, Arizona State University, Tempe, AZ

SESSION #101

Preparing the NEXT GENERATION in GEAR UP For a Pathway to Workforce Development

NOB Hill 4/5

Postsecondary workforce development does not have to be a goal, but it should be an option. In this session, Chicago GEAR UP will encourage participants to listen, analyze, and discuss workforce development in STEM education. Hear how existing partnerships can evolve into innovative postsecondary programming used to drive careers in STEM. Be prepared to dive into data-driven research on alternative postsecondary pathways that can change the socioeconomic trajectory of the students. Construct a working plan of resources, partnerships, and match dollars that are available in attendees' prospective communities while participating in interactive discussions concerning this progressive programming. All GEAR UP stakeholders are welcomed.

Learning Objectives:

1. Identify how to develop partnerships with institutions and organizations that support workforce development and offer certification and apprenticeship programs.
2. Discuss and develop a plan for postsecondary options for students who want to pursue a career that requires skills certification.
3. Participate in analytical data and federal match driven discussions related to the shift in postsecondary workforce development.

Syreeta Brown, STEM Program Manager, Northeastern Illinois University Chicago GEAR UP, Chicago, IL; **Gopika Malhotra**, Budget and Contract Manager, Northeastern Illinois University Chicago GEAR UP, Chicago, IL; **Aniseto Rangel**, Senior Program Manager, Northeastern Illinois University Chicago GEAR UP, Chicago, IL; **Anali Vargas**, College Access Facilitator, Northeastern Illinois University Chicago GEAR UP, Chicago, IL

SESSION #102

Setting the Groundwork for GEAR UP Coordinators (Part 2)

Plaza B

As part of NCEP's commitment to building a professional learning system for GEAR UP, we are excited to offer this double-feature for new GEAR UP coordinators! Across two afternoon sessions (2:15-3:30 PM and 4:00-5:15 PM), attendees will have a chance to engage with one another to hone communication and collaboration skills. These skills are especially critical for coordinators, who are key players in building and maintaining relationships with partners and stakeholders for successful program implementation and, ultimately, student success. During these hands-on, back-to-back sessions, learn strategies to strengthen your skills through peer-to-peer activities and self-reflection.

Learning Objectives:

1. Distinguish among cooperation, coordination, and collaboration

2. Describe the role trust plays in collaboration.

Amy Colton, Senior Consultant, Learning Forward, Ann Arbor, MI; **Katie Hill**, Ph.D., Associate Director of Programs, National Council for Community and Education Partnerships, Washington, DC; **Betty Paugh Ortiz**, Vice President of Programs, National Council for Community and Education Partnerships, Washington, DC

SESSION #103

State GEAR UP Directors' Meeting

Union Square 3/4

This peer-to-peer meeting is entirely led and organized by GEAR UP State Directors. Due to space constraints, this meeting will be limited to only a GEAR UP Project Director and/or Principal Investigator from each grant's fiscal agent (no guests).

Partnership GEAR UP Directors' Meeting

Imperial A/B

This peer-to-peer meeting is entirely led and organized by GEAR UP Partnership Directors. Due to space constraints, this meeting will be limited to only a GEAR UP Project Director and/or Principal Investigator from each grant's fiscal agent (no guests).

Wednesday | July 17

7:00 am – 1:00 pm

Conference Registration & Information Booth Open
West Lounge

7:30 am – 8:45 am

Networking Breakfast (*Meal Ticket Required*)
Grand Ballroom

9:00 am – 10:30 am

Wednesday Morning Plenary
Grand Ballroom

Sponsored by: ACT

Presentation of the Youth of the Year Award

Ranjit Sidhu, President & CEO, National Council for Community and Education Partnerships

2018 Youth Leadership Summit Presentation

10:45 am – 12:00 pm

Wednesday Morning Concurrent Sessions

SESSION #104

What's STEM Got to Do With It? Making STEM Fun and Approachable

Franciscan C

Developing STEM curriculum can sometimes be challenging. This workshop provides tried and true methods for creating and delivering ridiculously fun and informative science, technology, engineering, and math activities to make STEM fun for students and staff alike. In this workshop, participants will learn to create and deliver STEM content, discover how to apply student engagement techniques to make STEM fun for students and staff alike, and walk away with at least five new activities under your belt that will excite students and encourage STEM exploration.

Learning Objectives:

1. Learn best practices for creating and delivering STEM content.
2. Apply student engagement techniques to make STEM fun for students and staff alike.
3. Learn five activities that excite students and encourage STEM exploration.

Jerrod Murr, Chief Executive Officer (CEO), Paradigm Shift, Muskogee, OK

SESSION #105

What? No Internet?: Creative Solutions to Energize and Engage Students

Franciscan A

Do you ever struggle to find innovative methods to reach your students? Or have a lesson plan ready only to discover there is no technology available or that you forgot your materials? In this session, presenters will demonstrate readily accessible activities designed to equip GEAR UP leaders with practical ideas to engage students in active learning and to motivate classroom involvement. Participants will examine methods of presenting curriculum that accommodate students' varying learning styles and stimulate college awareness and career exploration. Participants will also learn how to incorporate those strategies into seminars, classes, and small groups.

Learning Objectives:

1. Explore hands-on activities to engage and motivate students.
2. Identify strategies to direct activities toward college and career pathways.
3. Develop methods to engage all learning styles.

Stephanie Dow, Educational Coordinator, Eastern Oklahoma State College GEAR UP, Stigler, OK; **Denise Lovell**, Education Coordinator, Eastern Oklahoma State College GEAR UP, Atoka, OK; **Tara Martin**, Education Coordinator, Eastern Oklahoma State College GEAR UP, Wilburton, OK

SESSION #106

Wicked Persistent: A Research Study of Postsecondary Persistence in Rural Maine

Franciscan B

Tune in on how GEAR UP Maine turned high school seniors into postsecondary education (PSE) scholars. The Aroostook Scholars Project is a PSE persistence and retention evaluation study that explored students' first-year experiences. The data from our first cohort of rural, mostly first-generation students describes the mentoring experiences that had the most impact on student persistence. Join this session as the presenters share findings and explain how the Aroostook Scholars Project influenced their plan

for the seventh year. Participants will have an opportunity to work with the findings and recommendations to identify ways in which the data will inform their practices.

Learning Objectives:

1. Discuss the findings and recommendations from the data report to inform local practices.
2. Identify strategies to address aspirations and persistence.
3. Compare GEAR UP ME's model for seventh year to local models.

Sally Beaulieu, Pilot Coordinator/Regional Facilitator, GEAR UP Maine/Syntiro, Readfield, ME; **Tricia Brainard**, Ph.D., Director of Evaluation and Research, Xcalibur, Las Cruces, NM; **Dori Fellman**, Transitions Coordinator, GEAR UP Maine/Syntiro, Readfield, ME; **Chris Young**, Aroostook Scholars Coach/Regional Facilitator, GEAR UP Maine/Syntiro, Readfield, ME

SESSION #107

How to Build Engaging, Welcoming, and Informative Presentations that Our Parents Want to Attend *Plaza B*

At times we attend sessions that showcase their parent programming successes, but not often enough are we allowed the opportunity to customize programming that suits our parent programming or of our specific audiences. During this session, learn how to better facilitate parent programming, update current programs, and identify new tools and techniques to engage parents while learning hands-on activities. This session will be a large-scale brainstorming session that will allow participants to give their parent programming an upgrade. Participants will leave this session with new tools, techniques, and a newfound desire to deliver high-quality programming for our parents.

Learning Objectives:

1. Identify new tools and techniques to update their parental engagement programming.
2. Experience what highly engaging parental engagement looks and feels like.
3. Learn manners to brainstorm, create, and update parent events.

Ernesto Mejia, Vice President, CoolSpeak, Shorewood, IL

SESSION #108

The Clear Path to College: What GEAR UP Experiences Lead to Postsecondary Enrollment *Franciscan D*

Facilitators in this session will present advanced statistical techniques, revealing insights into GEAR UP student experiences. Attendees will leave with an understanding of how factors that lead to postsecondary enrollment are augmented by what the data analysis reveals. By employing Latent Profile Analysis statistics, attendees will gain insight into the possibilities of using machine learning to generate key findings that can create development opportunities for program improvement relevant for GEAR UP directors and evaluators.

Learning Objectives:

1. Expose attendees to Latent Profile Analysis (LPA), which highlights the importance of looking at patterns of student experiences when assessing GEAR UP's programs.
2. Develop awareness of how analytics, when deployed properly, accelerate the program evaluation cycle.

3. Experience an interactive activity and leave with a toolkit of methods and strategies of deploying their GEAR UP program evaluation.

Erik Dickamore, Undergraduate Research Assistant, Utah State University Center for Student Analytics, Logan, UT; **Douglas Reiter**, Data Analyst, Utah State University STARS! GEAR UP, Logan, UT

SESSION #109

The Evolving Role of Parent Voice in the GEAR UP Movement

Golden Gate 6

How do we mobilize the biggest untapped resource in the GEAR UP community? By unlocking parents' potential to be agents of change and increasing their confidence through continuous shared learning. Join GEAR UP 4 LA as they explore their journey from informational workshops, to developing personal connections, to building capacity and communities that are mobilized for postsecondary success. In this interactive session, the presenters will discuss the benefits and challenges in developing parents as GEAR UP movement advocates. Experience tools and take away strategies to develop a sustainable culture of advocacy, storytelling, and shared learning. When parents share their voice, GEAR UP communities thrive.

Learning Objectives:

1. Experience tools and strategies to develop a sustainable culture of shared learning with parents.
2. Discuss the benefits and challenges in developing parents as GEAR UP movement advocates.
3. Develop an outline to build parent capacity and advocacy within individual grants.

Lorena Almaguer, Family Engagement Facilitator, GEAR UP 4 LA, Los Angeles, CA; **Janicia Centeno-Castillo**, Program Manager, GEAR UP 4 LA, Los Angeles, CA; **Rocio Piña**, Assistant Program Coordinator, GEAR UP 4 LA, Los Angeles, CA; **Frida Samayoa**, Family Engagement Specialist, GEAR UP 4 LA, Los Angeles, CA

SESSION #110

Financial Literacy – Helping GEAR UP Students Make Informed Financial Decisions

Plaza A

This learning simulator will teach participants how to deliver financial literacy content to a student audience in a way that is engaging, enjoyable, and informative. In this action-packed and informative session, attendees will participate in an exercise called “What I want. What I need,” and receive a teaching guide for an experiential lesson plan. Participants will also have time to share best practices related to their current delivery of financial literacy content through an exercise called “What’s the Big Idea?”.

Learning Objectives:

1. Experience financial literacy lessons that can be delivered to students being served by the grant.
2. Identify techniques that will make financial literacy engaging and informative to students.
3. Share best practices for teaching financial literacy to GEAR UP students.

Latrell Armstrong, Executive Trainer, FOCUS Training, Miami, FL

SESSION #111

You Can't Serve Them if They Don't Come: Tackling Attendance in GEAR UP

NOB Hill 2/3

In GEAR UP, if students are not coming to school, providing services is a serious challenge. This session will explore attendance and its importance to both school and student success. Presenters will share best practices for improving attendance and facilitating dialogue and group brainstorming. Participants will learn current research related to attendance and plan how they can apply these strategies to their own campus and/or district.

Learning Objectives:

1. Learn the importance of attendance and how it can impact student success.
2. Develop low-cost strategies to implement attendance incentives for their schools.
3. Identify support services and community partners to utilize for improving attendance in their schools.

Laura Diaz, GEAR UP Facilitator, GEAR UP Austin Independent School District, Austin, TX; **Evan Gonzalez**, GEAR UP Facilitator, GEAR UP Austin Independent School District, Austin, TX; **Zachary Korth**, GEAR UP Facilitator, GEAR UP Austin Independent School District, Austin, TX

SESSION #112

Evaluating Financial Education: Lessons Learned and Lessons to Share

Union Square 19/20

Are you able to measure the effectiveness of your program's financial education? Do you have a clear idea of how your program improves behavior, knowledge, and confidence? Learn how to immediately measure the effectiveness of a financial education program, identifying successes as well as opportunities for improvement. In this interactive session, participants will learn the basics of evaluation standards, set goals for individual financial education program, and design an online evaluation to measure how well the program's curriculum achieves those goals. Bring a laptop or tablet to fully participate in this session.

Learning Objectives:

1. Examine recent insights about evaluation strategies used to measure the impact of financial education programming.
2. Set goals for what learners should know and be able to do after completing a financial education program.
3. Design an evaluation to measure how well the program's curriculum achieves those goals.

Kimberly Roy, Manager Youth Programs, National Endowment for Financial Education, Denver, CO

SESSION #113

Quad Squad 104: Quad Space Administrators Training (By Invitation)

Golden Gate 7

The Quad Space Administrator plays an integral part in the successful implementation of a GEAR UP team's utilization of the Quad. Join fellow Quad Squad team members for an interactive session where participants will review new Quad features, share best practices for increasing team engagement, and

participate in a hands-on demonstration designed to enable and empower you to take the lead in advancing your team's project management goals and communication efforts.

Learning Objectives:

1. Review and discuss strategies for enhancing private Quad team spaces.
2. Learn techniques for increasing engagement with the national Quad community through profile enhancements, blog articles, discussion forums, and social media posts.
3. Prepare a Quad action plan for GEAR UP program and project management, communication, and engagement.

April Bell, Director of Constituent Relations, National Council for Community and Education Partnerships, Washington, DC

SESSION #114

U.S. Department of Education Directors' Meeting

Imperial A/B

GEAR UP Project Directors are invited to join leaders from the GEAR UP program office at the U.S. Department of Education in a private meeting to receive updates and technical assistance and engage in a dialogue on GEAR UP-related issues. Please note that to keep the dialogue manageable, this meeting is limited to GEAR UP Directors and/or principal investigators and one guest of their choice.

12:15 pm – 1:00 pm

Closing Lunch and Adjournment

Grand Ballroom

1:30 pm – 5:30 pm

Data, Research & Evaluation Institutes *(pre-registration required)*

DREI 101

An Introduction to Data and Evaluation

Franciscan A

DREI 201

An Examination of National Student Clearinghouse Data

Franciscan B

DREI 301

A Compilation of Quasi-Experimental Designs and Appropriate Analyses

Franciscan C

ABOUT PLENARY SPEAKERS

Monday Morning Plenary



Aaron Thompson

Aaron Thompson is a nationally recognized leader in higher education with a focus on policy, student success and organizational leadership and design. He was named president of the Council in October 2018, following the retirement of Robert L. King. He came to the Council in 2009 from Eastern Kentucky University, where he held a variety of leadership positions, including associate vice president for academic affairs, university programs. In May 2016, he left the Council to serve as interim president for Kentucky State University and returned to the Council in summer 2017.

His leadership experience spans 27 years across higher education, business and numerous non-profit boards. Thompson has researched, taught and consulted in areas of diversity, leadership, ethics, multicultural families, race and ethnic relations, student success, first-year students, retention, cultural competence and organizational design throughout his career.

As a highly sought after national speaker, Thompson has presented more than 800 workshops, seminars and invited lectures in areas of race and gender diversity, living an unbiased life, overcoming obstacles to gain success, creating a school environment for academic success, cultural competence, workplace interaction, leadership, organizational goal setting, building relationships, the first-year seminar, and a variety of other topics. He continues to serve as a consultant to educational institutions (elementary, secondary and postsecondary), corporations, non-profit organizations, police departments and other governmental agencies.

Thompson has published more than 30 publications and numerous research and peer reviewed presentations. He has authored or co-authored the following books: *Changing Student Culture from the Ground Up*, *The Sociological Outlook*, *Infusing Diversity and Cultural Competence into Teacher Education*, *Peer to Peer Leadership: Changing Student Culture from the Ground Up*. He also co-authored *Thriving in College and Beyond: Research-Based Strategies for Academic Success*, *Thriving in the Community College and Beyond: Research-Based Strategies for Academic Success and Personal Development*, *Diversity and the College Experience*, *Focus on Success* and *Black Men and Divorce*.



Ranjit Sidhu

Ranjit was appointed President & CEO of the National Council for Community and Education Partnerships (NCCPEP) in 2015. He has a long history of service to NCCPEP and its primary constituency, GEAR UP, having served on NCCPEP's Board of Directors, and years prior as a member of the staff executive team.

Prior to assuming this role, Ranjit served as senior vice president for strategy and new product development at the College Board. There he was responsible for the development and integration of the organization's comprehensive strategy, working across the organization to determine how all current and future work can achieve significant and positive social impact.

Ranjit's previous roles include serving as senior vice president for strategic initiatives at ACT, where he played a significant role in developing the education division's strategic

plan and future product development efforts and led national efforts focused on policy development, advocacy, and partnerships in the education and workforce development arenas. Ranjit also previously served as executive vice president at NCEP, and as executive vice president & COO at the National Association of Partners in Education. Early in his career he was a high school social studies teacher in the Washington, D.C. and Prince George’s County, Maryland, public school districts.

Monday Luncheon Plenary



Vijay Gupta

Vijay Gupta is a violinist and educator whose efforts to merge music with mental health are changing

the world, note by note. Named a 2018 MacArthur Fellow for “providing musical enrichment and valuable human connection to the homeless, incarcerated, and other under-resourced communities in Los Angeles,” Gupta is the founder of Street Symphony—a musical advocacy program that empowers citizen-musicians by engaging with communities experiencing extreme poverty, incarceration, and homelessness. The results have been extraordinary.

Called “a riveting speaker” by *The New Yorker*, “at once jovial and intense,” Vijay Gupta is a violinist and passionate advocate for artistic voices at the center of social justice. Gupta joined the Los Angeles Philharmonic in 2007 at age 19, after having completed an undergraduate degree in biology from Marist College and a Master’s degree in violin performance from the Yale School of Music. As a TED Senior Fellow, Gupta founded and began directing Street Symphony, a non-profit organization dedicated to engaging underserved communities experiencing

homelessness and incarceration in Los Angeles through musical performance and dialogue. Gupta has also been nominated and named one of six national Citizen Artist Fellows by the John F Kennedy Center for the Performing Arts, and Alex Ross of *The New Yorker* named him “one of the most radical thinkers in the unradical world of American classical music,” and “a visionary violinist.”

Gupta made his solo debut with the Israel Philharmonic Orchestra under the baton of Zubin Mehta at age 11, and has performed as a recitalist, soloist and chamber musician on an international scale since the age of 8. He has also performed as a guest concertmaster with the Los Angeles Opera and the UK’s acclaimed Philharmonia Orchestra.

Gupta serves on the faculty of the Longy School of Music of Bard College Masters of Arts in Teaching (MAT) program, which prepares musicians to become agents of change through the study of performance, music pedagogy and social justice. Gupta also serves on the board of directors of the DC-based national arts advocacy organization Americans for the Arts as well as Los Angeles’s beloved 24th Street Theatre, which serves to engage, educate and provoke a diverse community with excellent theatre and arts education. In 2015, Gupta was presented with an honorary Doctor of Humane Letters by the University of La Verne and at age 29, was awarded the Leonard Bernstein Lifetime Achievement Award for the Elevation of Music in Society from the Longy School of Music of Bard College.

Tuesday Morning Plenary



Bill Strickland

Bill Strickland created an empire by stoking genius in those who believed they had nothing. As a speaker, founder, and Executive

Chairman of Manchester Bidwell—a \$7 million

from-scratch arts and training center with a \$10 million annual budget—Strickland fuels hope, generates jobs, and empowers the poor and underprivileged to become experts in their field of choice. Strickland’s work has been the subject of not one but *four* Harvard Business Review case studies—the only other company who can say that is Apple. Strickland’s tactical talks show you how to defy convention so that you too can create a culture of understanding, social restoration, and profit with a conscience.

Having endowed thousands of skilled laborers—guiding them towards employment, passion, craft, and dignity in their actions when it seemed like the odds were against him—Bill Strickland won’t teach you how to succeed by the book. Instead, he’ll show you how to defy habit and build your business against the grain of typical logic. After years of trying to raise the money for what would become Manchester Bidwell, Strickland changed tack: he raised his ambitions and persuaded one of Pittsburgh’s leading architects to design a new arts and training center. Then, he hit the pavement, showing the city’s business leaders, charity foundations, and public authorities why it was in their interest to fund his plan. 40 years later, this paradigm-shifting social enterprise that partnered with billion-dollar brands like Heinz and Bayer has won awards, broken records, restored the notion of ethical leadership, and reshaped the business of social change.

Strickland was named as one of the 25 members of the White House Council for Community Solutions by President Obama. And for years now, in front of rapt audiences, this MacArthur Genius has shared his unshakable message of leadership, self-worth and the intrinsic ability in all of us to achieve remarkable transformation in our lives. He was also honored by the US Senate for his contribution to social innovation. Strickland is also the author of *Make the Impossible Possible*, a recipient of The White House’s “Coming Up Taller” Award, and the founder of the Grammy-winning MCG *Jazz*, the most successful jazz subscription series in America.

Tuesday Luncheon Plenary



Jeanette Walls

From the pages of her #1 New York Times best-selling book and the critically-acclaimed film, Jeannette Walls moves you to realize the power of the human spirit as she inspires courage in the face of new and longstanding fears, and reveals how our weaknesses can be our greatest strengths.

A celebrated author, Walls is best known for her best-selling memoir, *The Glass Castle*, which details her life growing up in extreme poverty and the tale of her emergence from it. Named by Amazon as one of the top 10 books of the decade, her inspiring story was brought to the big screen in one of the most highly-anticipated major motion pictures of the year starring Woody Harrelson, Naomi Watts and Brie Larson as Jeannette.

On stage, Walls takes audiences inside her resilient journey in pursuit of authenticity, revealing the power of courage and determination in overcoming unimaginable obstacles.

Audiences are captivated as she reveals bittersweet anecdotes from her past that often exemplify grander truths about courage and the positive rewards that come from confronting challenges. With an unforgettable story of triumph over unrelenting adversity, Jeannette inspires the realization that we're all stronger than we think, leaving listeners emboldened to face the "demons" in their lives.

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NCCEP/GEAR UP Annual Conference

San Francisco, CA

July 14-17, 2019